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LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

For Student Use(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.**For School Use Only**

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

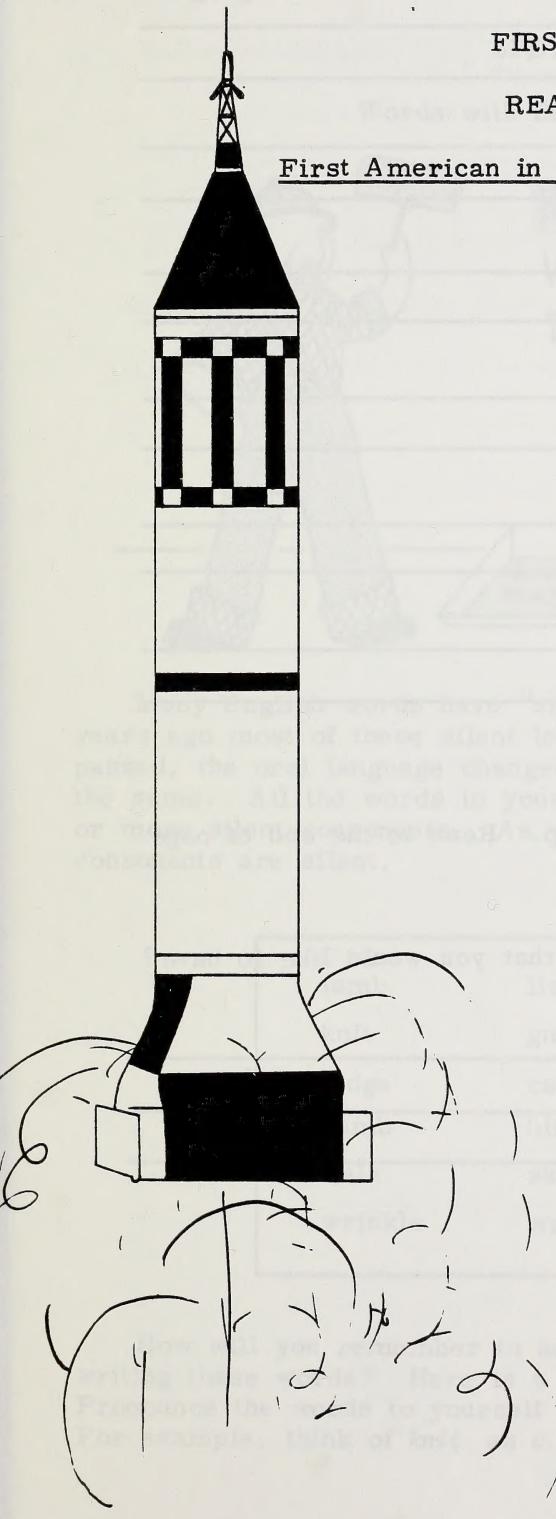
Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

St. Serv. 9-91

FIRST DAY

READING

First American in Space, pages 204-221

Our story this week is one I am sure you will enjoy reading. It is the account of one of man's earliest journeys into space. It is especially interesting because the author is Alan B. Shepard, the astronaut who made the journey.

Before you begin reading the story find the meanings of the following words from the glossary.

Write the meanings of the words in the spaces provided.

1. Langley - _____

2. capsule - _____

3. ammeter - _____

4. amperes - _____

5. dry runs - _____

6. N.A.S.A. - _____

7. corrosive - _____

8. Redstone - _____

9. Canaveral - _____

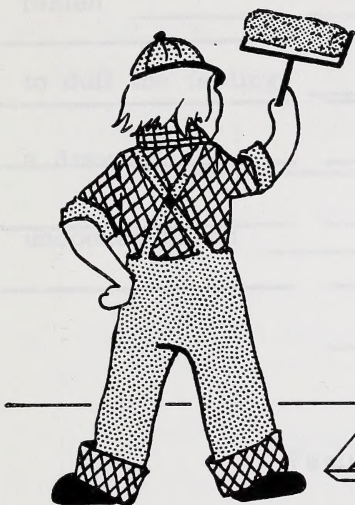
10. simulated - _____

Locate Cape Canaveral on the map. Read to the end of page 212.

Is Alan Shepard's experience one that you would like to have?
_____ Tell why or why not?

SPELLING

Words with Silent Consonants



KNIGHT

WRAP

WATCH

RIDGE

TALK

BOMB

KNOCK

Many English words have "silent" consonants. Hundreds of years ago most of these silent letters were sounded. As time passed, the oral language changed but the spellings have remained the same. All the words in your spelling list this week have one or more silent consonants. As you read the words, decide which consonants are silent.

lamb

listen

ditch

knit

gnat

might

ridge

catch

caught

numb

hitch

dough

walk

sketch

column

wrinkle

wrong

How will you remember to add the silent letters when you are writing these words? Here is a trick that you may wish to use. Pronounce the words to yourself as if all the letters had sounds. For example, think of *knit* as *k.nit* instead of as *nit*.

1. Write the words from your word list. Your supervisor will pronounce them for you. As you hear and write each word, circle the consonant or consonants that are silent.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Which of your spelling words fit these rules?

n is silent in most *mn* words _____

t is silent in *tch* words _____

gh is usually silent within words _____

t is silent in words like *fasten* _____

d is silent in *dge* spellings _____

b is silent after *m* _____

w is silent before *r* _____

l is silent in words like *talk* _____

k is silent before *n* _____

3. Write the spelling word that matches each definition.

fasten _____

to dull the feeling _____

a drawing _____

uncooked bread _____

LANGUAGE

Writing Friendly Letters

Have you ever watched the mailman coming down your street and hoped he would put something in your mailbox? Perhaps you live in the country where the mail comes by truck or by train. However you get your mail, isn't it exciting when a letter arrives addressed just to you?

When you receive a friendly letter I hope you answer it promptly to let your friend know how pleased you were to hear from him.

A friendly letter is an informal letter written to a friend or relative. It may be written to send a personal message, a thank you for a gift or kindness or an invitation to a social event such as a party.

Here are some things you should know about writing friendly letters.

1. A friendly letter has five parts.

The *heading* gives the address of the person writing the letter and the date the letter was written.

The *greeting* tells to whom the letter is directed and greets that person.

The *body* is the main part of the letter. It gives the writer's message. It is written in paragraph form.

The *complimentary close* is a polite or affectionate way to say good-bye.

The *signature* is the writer's name.

2. Follow these rules for capitalization in a friendly letter:

All the words in the heading begin with capital letters.

The first word of the greeting begins with a capital letter.

All the names and all the sentences begin with capital letters.

The first word of the complimentary close begins with a capital letter.

3. Follow these rules for punctuation in a friendly letter.

Place a comma between the name of the city and province and between the day of the month and the year.

Place a comma after the greeting.

End each sentence with the proper punctuation mark.

Place a comma after the complimentary close.

Here is a form for you to follow when writing a friendly letter.

605 Delwood Drive
Edmonton, Alberta
April 20, 1979

Dear Fred,

Uncle Tom has given me a horse for my birthday. It is a very gentle appaloosa.

If you come to Edmonton for your holidays this year I will teach you to ride.

Your friend,

Alec

Here are some rules that will help to make your letters interesting.

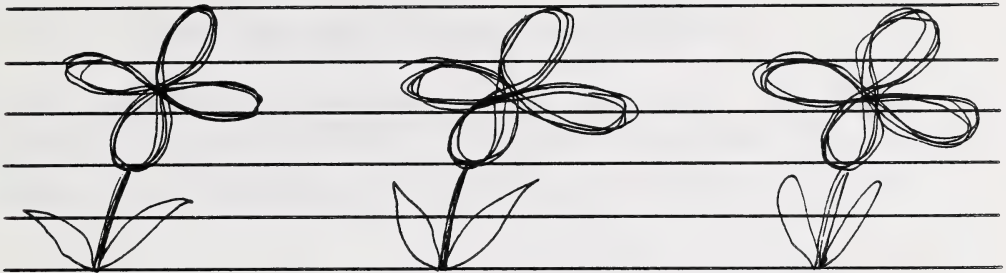
1. Write about topics that you think will be of interest to your friend.
2. Write enough about each topic to make the letter easy to understand.
3. Begin a new paragraph for each new topic in your letter.
4. Give your letter a center of interest by writing more about one topic than the others. This will be a topic in which you and your friend are both very interested.
5. Express your opinion about a topic if you think your friend would like to know it.
6. Answer any questions that your friend asked you in his letter.
7. Say something in your letter to let your friend know that it is meant especially for him.

From whom would you like to receive a letter?

You are much more likely to receive a letter if you write one first. In this week's lesson you will have a chance to do this.

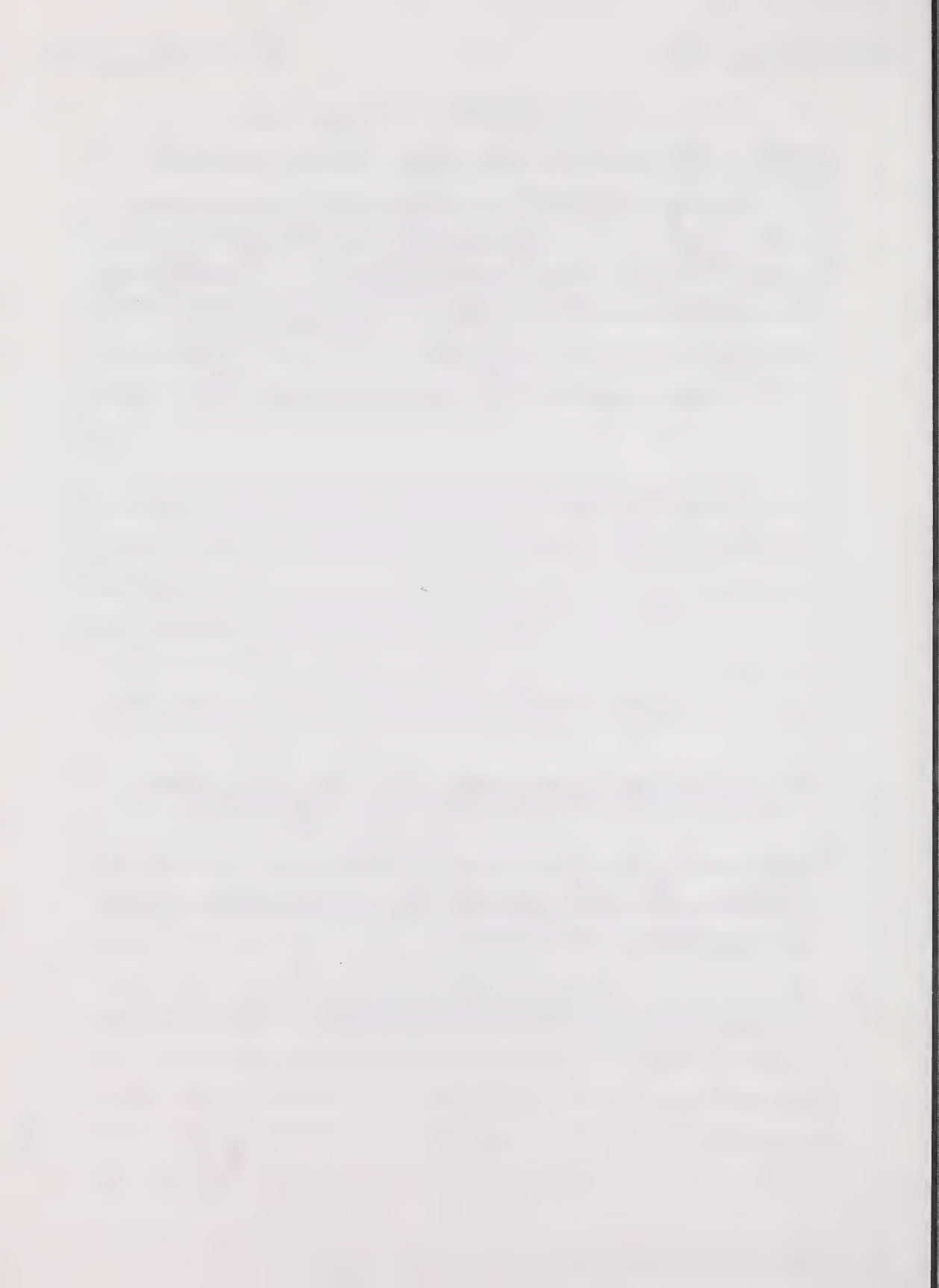
WRITING

Loosen up with a row of crossed loops. Then put stems and leaves on them.



Write the following sentence twice. I will test you for spacing of letters and words, and for even height of short letters.

Alan B. Shepard Jr. was the first American in space.



SECOND DAY

READING

First American in Space, pages 204-221

1. Scan the pages of First American in Space which you read yesterday (pages 204-221). Then write several well constructed sentences telling what personal characteristics you feel Alan Shepard has that would make him suitable for this mission.

2. Use your dictionary or glossary to define the following words from the story.

gantry - _____

visor - _____

colleagues - _____

abort handle - _____

exhilarated - _____

G's - _____

monitor - _____

booster - _____

sonic - _____

supersonic - _____

psychologically - _____

automatic pilot - _____

Hatteras - _____

Andros Island - _____

3. Finish reading the story to find out how the author returns to earth.

CHECK YOUR WORK ON Pages 10 and 11 WITH THE ANSWERS GIVEN AT THE END OF LESSON 15.

LANGUAGE

Review what you learned in yesterday's lesson about writing friendly letters. Then read the following letter. The sentences are numbered to help you answer questions about them later.

23 Millhaven Drive
Lethbridge, Alberta
April 20, 1977

Dear Ron,

^{1.} I am enjoying my tour of Southern Alberta. ^{2.} I think Fort Macleod is the most interesting place I've visited. ^{3.} There are many Indian artifacts and an excellent display of uniforms worn by the early members of the Royal Canadian Mounted Police.

^{4.} Dad and I thought of you when we were at Elkwater Lake. ^{5.} Some parents had organized a mini-bike rally for their youngsters. ^{6.} There must have been thirty small bikes of all makes and models. ^{7.} How you would have enjoyed watching them race! ^{8.} Some reached speeds of 60 km per hour. ^{9.} Finally all but two were eliminated; a Honda Z50 like yours, and a Yamaha like mine. ^{10.} I will leave you to guess which was the winner. ^{11.} Perhaps we can organize a rally in Edmonton when I get back. ^{12.} You asked me when I expect to return. ^{13.} Dad says it will be about the first of August.

Sincerely,

Jim



1. In the blanks write the sentence number or sentence numbers which tell:

the two main topics _____

the center of interest _____

facts about the center of interest _____

that Jim used rule 7 _____

the answer to Ron's question _____

2. Add the correct words to make true statements from each of these beginnings.

The part that tells to whom the letter is written is called the _____.

The main part of the letter is the _____.

The part that tells when and where the letter was written is the _____.

A _____ is the correct punctuation to place after the greeting in a friendly letter.

A comma is used to separate the _____ from the _____ in the second line of the heading.

The _____ is the part that is like a polite good-bye.

In the date in the heading we use a comma to separate the _____ from the _____.

The closing begins with a _____.

The part that tells who wrote the letter is _____.

WORD SKILLS

Forming Plurals of Nouns

Nouns form their plurals in several different ways. Do you know what the most common method is? I hope you said that it is to add an *s* to the singular form.

<i>student</i>	<i>students</i>
<i>teacher</i>	<i>teachers</i>

Another common method of forming plurals is to add *es* to the singular form.

<i>bush</i>	<i>bushes</i>
<i>box</i>	<i>boxes</i>

Here are some other plurals. Notice how they are formed.

<i>elf</i>	<i>elves</i>
<i>baby</i>	<i>babies</i>
<i>tomato</i>	<i>tomatoes</i>
<i>donkey</i>	<i>donkeys</i>

Here are some generalizations we can make about forming plurals.

Most nouns form their plurals by adding *s*.

Most nouns ending in *s*, *sh*, *ch*, *x* or *z* form the plural by adding *es*.

Some nouns ending in *f* or *fe* change the *f* or *fe* to *v* and add *es*.

Some nouns ending in *o* form their plurals by adding *es*.

If the *o* follows a vowel usually only an *s* is added.

Musical terms like *solo* add only *s*.

1. Refer to the generalizations on page 14 to form the plural of the underlined words in the following sentences.

Mother gave the box of paper to the club.

The tree has a beautiful leaf.

The soprano sang a solo.

Tom ate a sandwich at the rodeo.

The night watchman put a new latch on the door.

The calf was chased by the wolf.

Nouns ending in a vowel + *y* add *s* to form their plurals.

Nouns ending in a consonant + *y* change *y* to *i* and add *es* to form their plurals.

2. Write the plural of each of the following nouns in the correct column. Refer to the rules on page 15.

<u>Add s</u>		<u>Change y to i and add es</u>	
_____	theory	jockey	_____
_____	beauty	holiday	_____
_____	agency	journey	_____
_____	poppy	family	_____
_____	bay	colony	_____
_____	key	gantry	_____
_____	convoy	monkey	_____
_____	navy	army	_____

3. Form the plural of these nouns and place them in the proper columns.

lady	loaf	lily	witch
tournament	radio	elf	saddle
knight	horse	maiden	valley
pony	dragon	loaf	fairy
<i>es</i>	<i>s</i>	<i>ves</i>	<i>ies</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

THIRD DAY

READING

First American In Space, pages 204-221

I hope you have enjoyed reading about Alan Shepard's wonderful experience. I am sure this story has acquainted you with many words you have not seen before. After reading the story do you feel you know the meaning of most of the new words? _____

1. Think about the following words. Then use your glossary to define them. Write the definitions in the spaces provided.

Bimini _____

dire _____

ballistic path _____

path _____

retro rockets _____

antenna canister _____

drogue chute _____

2. Skim page 207. What was the exact date of the flight?

3. How long was the flight to last? (page 214)

4. How many years have passed since Alan Shepard's famous journey?

5. Tell one important difference between Shepard's journey and more recent trips into space.

6. The events that took place on May 5, 1961 at Cape Canaveral may be listed under these four headings.

1. Preparation for Flight
2. Flight
3. Re-entry
4. Preparation for Recovery

One entry has been made under each heading. Complete the chart by making 3 more entries under each heading.

Preparation for Flight

1. 1:00 A.M. - Shepard got up and ate, had medical exam and dressed in space suit.

2.

3.

4.

Flight

1. Lift off - capsule gently rose off the ground

2. _____

3. _____

4. _____

Re-entry

1. 115 miles up - retro-rocket fired

2. _____

3. _____

4. _____

Recovery

1. Shepard released reserve parachute, radio antenna and dye marker.

2. _____

3. _____

4. _____

SPELLING

Words With Silent Letters

1. Write the words from your spelling list. In brackets after each word, show its pronunciation.

_____ ()	_____ ()
_____ ()	_____ ()
_____ ()	_____ ()
_____ ()	_____ ()
_____ ()	_____ ()
_____ ()	_____ ()
_____ ()	_____ ()
_____ ()	_____ ()
_____ ()	

2. Trial Test. In the space below, correctly write the words you found difficult.

Study your difficult words.

LANGUAGE

For your language exercise today I should like you to write a letter to the person whose name you wrote on page 8. Be sure to include all five parts and to punctuate each part properly. Follow the rules given in this lesson to make your letter interesting. Make two proofread copies. Write one in the space below. Write the other on a piece of notepaper to mail to your friend.

SEND FOR CORRECTION

WRITING

Loosen up with a row of push pull.



Write the following sentence twice. Take special care with looped letters *l*, *h* and *f*.

*Freedom Seven, the first manned
American spacecraft was launched
in May, nineteen sixty-one at
Cape Canaveral.*

FOURTH DAY

READING

First American in Space, pages 204-221

1. Do you think Alan Shepard believed he could have achieved his space flight unaided?
-

2. List below the names of 3 other kinds of workers who helped to make the flight possible.
-
-

3. How much do you know about space and space travel? Read the article on pages 51 and 52 Think-and-Do Book. Then complete the exercises on page 52 according to the instructions given.

4. On page 53 Think-and-Do Book are several groups of sentences about space. In each group of three sentences, two sentences mean almost the same thing. Check the two sentences that have the same meaning.

LANGUAGE

Addressing Envelopes

An address tells where a person lives or where he receives his mail. If you live in a city you probably have a street address followed by the name of the city and province. Following the name of the province you may have a postal code. This is a number which helps postal workers sort mail more quickly.

Mr. Ross Moore
203 Crescent Street
Calgary, Alberta
T2P 1L3

If you live in a small town your address may be just the name of the town and the province.

Mrs. Charles Smith
Darwell, Alberta
T0E 2P3

A person living in the country may have a R.R. number instead of a street address. R.R. is the abbreviation for rural route.

Mrs. Helen Potter
R.R. #6
Edmonton, Alberta
TK5 2M3

In an address all words, abbreviations and initials begin with capital letters. A period is placed after any abbreviation .

A comma is used to separate the name of the city from the name of the province. The postal code is written directly under the names of the city and province.

Study the correctly addressed envelope on page 26. Notice that the title of respect (Mr. Mrs. Miss *Ms.) of the person who is to receive the letter, begins slightly to the left of the center of the envelope. Each new line of the address begins directly below the first letter of the first line.

*Ms. is a title of respect which may be used by all women.

<i>George Jones</i> <i>R. R. 2</i> <i>Leduc, Alberta</i> <i>T94 2Y4</i>	<div style="border: 1px dashed black; padding: 5px; text-align: center;">stamp</div>
 <i>Mrs. John Hanson</i> <i>413 Otter Drive</i> <i>Banff, Alberta</i> <i>TOL OCO</i>	

Ask your mother or supervisor to give you an envelope for the letter you wrote yesterday. Address it according to the example given. Be sure to put your own name and address in the upper left corner. What will you need to put in the upper right corner before you mail your letter? _____ Make a copy of your addressed envelope in the space provided.

WORD SKILLS

Unusual Forms of Plurals

In some nouns, one or more of the letters change to form the plural (*mouse, mice*). Some nouns keep the same form whether singular or plural (*sheep*).

1. Complete each of these sentences by using the correct plural form of the underlined word.

Father's moose call attracted two _____.

Tommy had his tooth filled by a dentist who specializes in children's _____.

My brother and I saw a deer in the meadow. As we watched, two more _____ came out of the wood.

The fisherman caught one trout in the morning and two more _____ in the afternoon.

Mother and another woman on our block joined an investment club for _____.

2. Some nouns that look like plurals do not have a different singular form. Circle the words that are either singular or plural.

ladies

scissors

mumps

rabies

penguins

dragons

babies

measles

pliers

clothes

loaves

mathematics

Names of people usually form the plural in the same way as other nouns. However, if the name ends in consonant *y* as in Harry, add only an *s*.

3. See how well you can write the plural of these names.

James	_____	Lewis	_____
Welsh	_____	Brady	_____
Reich	_____	Smith	_____
Antonio	_____	Wispinsky	_____
Fitzpatrick	_____	Edwards	_____

4. Write the plural of your family name. _____

5. Complete each sentence by using the plural of one of these words.

<i>fieldmouse</i>	<i>reindeer</i>	<i>Shultz</i>
<i>flagman</i>	<i>Willy</i>	<i>mailwoman</i>

The _____ are our new neighbours.

In Lapland one family may herd a great many
_____.

The _____ were halting traffic because the highway was being repaired.

There are two _____ in our cub pack.

I saw several _____ delivering letters.

When Mr. Farmer was cutting hay he found a nest of
of _____.

FIFTH DAY

READING

First American in Space, pages 204-221

When searching for information we can often judge the accuracy of the book by the qualifications of the author.

1. If you were writing a report on space travel, would you use the information given in this selection?

2. What special qualifications for writing this article did Alan Shepard have that a newspaper reporter would not have?

3. When looking for accurate information we should always remember that a specialist is a specialist only in his own field.

If you saw an article about the first American space flight by Joy Adamson, would you expect it to be as reliable as the one written by Alan Shepard?

_____ Why? _____

4. Do you think that Alan Shepard would know very much about the problems of raising a lion? _____ Why?

5. What was the name of the space capsule in which Shepard made his voyage?

6. Many of the missiles, space ships and satellites have been named after Greek and Roman Gods and Goddesses. Read the article on page 54 Think-and-Do Book and complete the exercises by following the instructions given at the top of the page.

SPELLING

As your supervisor says each word write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

A Review of Friendly Letters

In the numbered spaces name each of the five parts of the friendly letter that is written below.

1. _____

box 152 rr 6
edmonton alberta
april 21, 1979

2. _____

dear bradley

3. _____

grandfather says that the trout are
really biting he is busy repairing
fishing tackle our pony is frolicking in
the pasture he needs someone to ride him
could you spend the week end with us

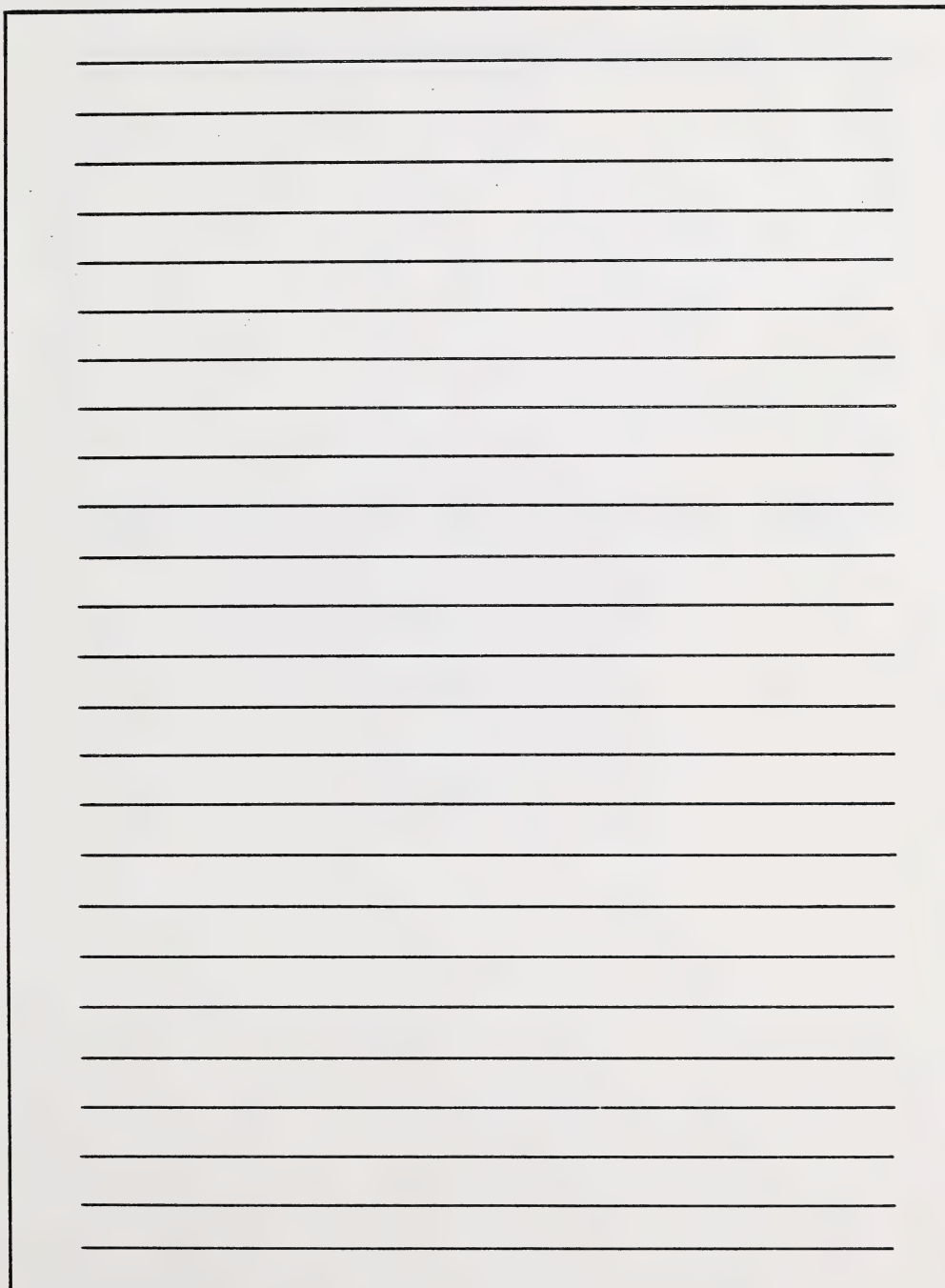
4. _____

with love

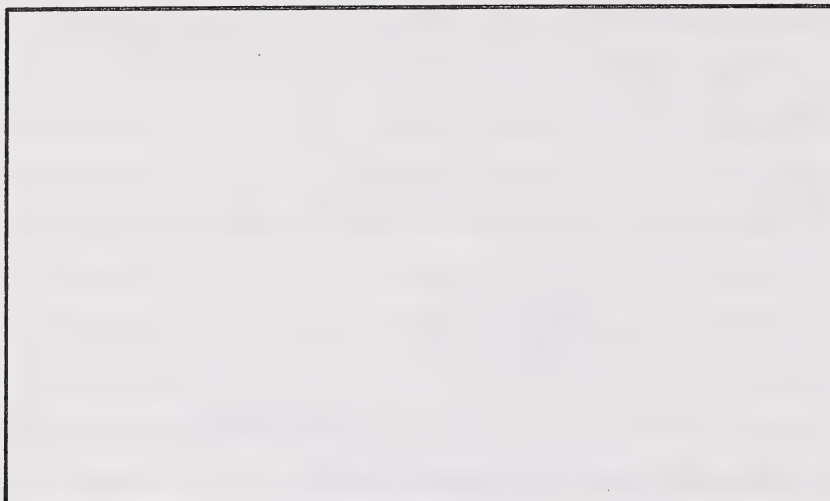
5. _____

grandmother

Rewrite the letter putting capital letters and proper punctuation where necessary. Do your very best writing as this will also be your writing exercise for today.

A large rectangular box with a black border, containing 20 horizontal lines for handwriting practice. The lines are evenly spaced and extend across the width of the box.

Address the following envelope to Mr. Bradley Barnes at your address. Put Grandmother's name and address in the upper left corner.



WRITING

Your writing lesson this week is included in your language lesson,
Fifth Day.

SELF-CORRECTING EXERCISES FOR LESSON 15

page 4

- | | | |
|---------|--------|--------|
| 1. lamb | listen | ditch |
| knit | gnat | might |
| ridge | catch | caught |
| numb | hitch | dough |
| walk | sketch | column |
| wrinkle | wrong | |

2. column
catch, hitch, sketch, ditch
caught
listen
ridge
lamb
wrinkle
walk
knit

3. catch
numb
sketch
dough

page 10

READING

Lesson 15

1. (1) Alan Shepard had done well on the tests.
He was enthusiastic, knowledgeable.
- (2) He had gone through 40 dry runs.
He kept in good physical shape.
2.

gantry	- a tall structure used for servicing large rockets
visor	- the movable front part of the helmet covering the face
colleagues	- associates or fellow workers
abort handle	- the handle or switch which is used to remove the capsule from an improperly functioning rocket
exhilarated	- put into high spirits - make merry or lively
G's	- a unit of force equal to the force of gravity on the body at the surface of the earth
monitor	- to check (a radio or television transmission) by listening in with a receiver
booster	- a missile's first stage supplying the initial thrust for launching
sonic	- having to do with sound waves and the rate at which sound travels in air - (740 m.p.h.)

- supersonic - greater than the speed of sound in air
 psychologically - of the mind
 automatic pilot - a device for automatically steering an airplane or space craft
 Hatteras - the end of an island off eastern North Carolina
 Andros Island - an island between Florida and Cuba

page 15

WORD SKILLS

Lesson 15

- | | |
|---------------|--------|
| 1. boxes | papers |
| 2. trees | leaves |
| 3. sopranos | solos |
| 4. sandwiches | rodeos |
| 5. latches | doors |
| 6. calves | wolves |

page 16

2. add s change y to i and add es

jockeys	theories
holidays	beauties
journeys	agencies
monkeys	poppies
boys	navies
keys	families
convoys	colonies
	gantries
	armies

- | | | | |
|--------------|-------------|------------|------------|
| 3. <u>es</u> | <u>s</u> | <u>ves</u> | <u>ies</u> |
| witches | tournaments | loaves | ladies |
| | knights | elves | ponies |
| | radios | leaves | lilies |
| | horses | | fairies |
| | dragons | | |
| | maidens | | |
| | saddles | | |
| | valleys | | |

page 21

- | | |
|-------------------|-----------------|
| 1. lamb (lam) | hitch (hich) |
| knit (nit) | sketch (skech) |
| ridge (rij) | wrong (rong) |
| numb (num) | ditch (dich) |
| walk (wok) | caught (kot) |
| wrinkle (rink'əl) | dough (dō) |
| listen (liś ən) | might (mīt) |
| league (lēg) | column (kol'um) |
| catch (kach) | (kol'əm) |

Lesson 15 pages to be SENT IN FOR CORRECTION

Reading	pages 1, 2, 17, 18, 19, 20, 24, 29 Think and Do pages 52, 53, 54
Writing	page 9
Language	pages 13, 22, 26, 31, 32, 33
Word Skills	pages 27, 28
Spelling	page 30

LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

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- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

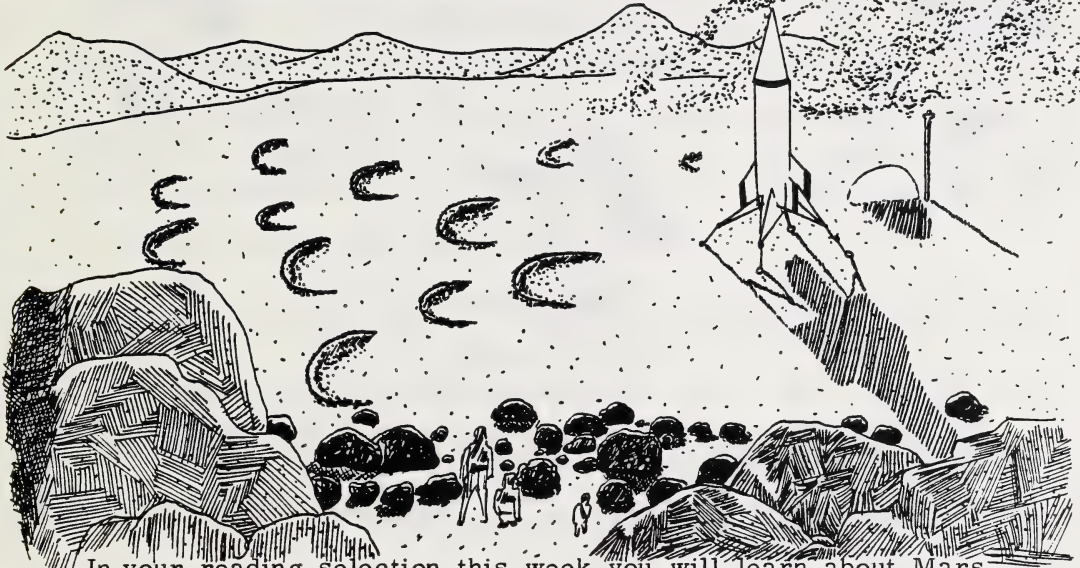
Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Is Anybody Out There? pages 225-235



In your reading selection this week you will learn about Mars, the planet nearest Earth.

Scientists know more about Mars than they do about any other planet. The author of this story has summarized some of this knowledge for us.

1. Read to the end of page 235 to learn some fascinating facts about Mars and some interesting theories that support these facts.

What is the copyright date of your reader? _____

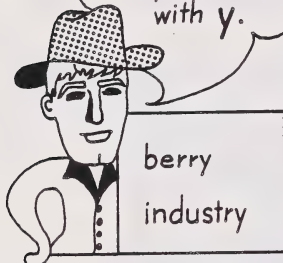
Do you think scientists know more about Mars than they did when this book was published? _____

Tell one interesting thing you learned about Mars from reading Is Anybody Out There?

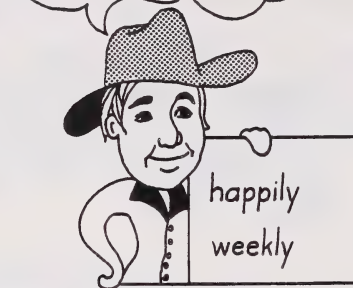
SPELLING

Words That End in *y*

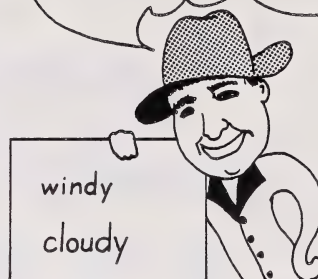
Many nouns end
with *y*.



Many adjectives and
adverbs end with *ly*.



Some nouns can be changed
to adjectives by adding *y*.



Many nouns and adjectives end with *y*. Final *y* after a consonant usually has the long *e* sound.

We can change nouns like *wind* and *cloud* to adjectives by adding *y*.

windy *cloudy*

Many adjectives and adverbs end in *ly* which has the *le* sound.

lovely *harshly*

Here are your spelling words for this week.

silly	cloudy	vocabulary
tardy	empty	copy
tiny	thirsty	berry
holy	weekly	wealthy
windy	slippery	industry
ugly	happily	

1. Say and write each spelling word.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Write *wind*, *cloud*, *thirst* and *wealth* as adjectives by adding *y*.

_____	_____
_____	_____

3. Write the adjectives which are made from *week* and *slip*.

_____	_____
-------	-------

4. Write the antonyms of *pretty*, *large* and *full*.

_____	_____	_____
-------	-------	-------

5. Write *copy*, *berry* and *industry*.

_____	_____	_____
-------	-------	-------

Write their plural forms. Remember to change *y* to *i*.

_____	_____	_____
-------	-------	-------

6. Write synonyms for *foolish* and *late*.

_____	_____
-------	-------

7. Write the homonym of *bury*. _____ Which
homonym means to cover up or hide? _____
Which homonym is a small fruit? _____

LANGUAGE

Writing Thank-you Letters

A thank-you letter is a special kind of friendly letter.

You should write a thank-you letter to a person who:

- has given you a gift
- has done you a favor
- has entertained you in some way

When you write a thank-you letter you should remember to do these things.

- Thank the person for the gift, favor or entertainment.
- In thanking someone for entertainment tell what you most enjoyed about it. (I especially enjoyed..)
- If you are writing about a favor, tell how it was of particular help to you.
- If the gift is something that you do not particularly like or need, do not say so. It was chosen for you because the giver thought you would like it. Thank him for his kindness in thinking of you.

What should the writer of each of these thank-you letters say? Add sentences to each letter that will tell these things. Then write a suitable closing and sign your own name.

Dear Aunt Marie,

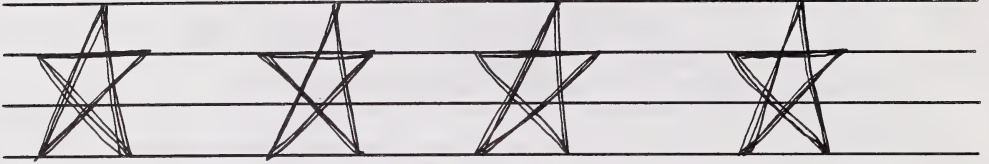
Imagine my surprise when the mailman delivered a package addressed to me! It was the pair of walkie-talkies you sent me.

Dear Mr. and Mrs. Upjohn,

I had such a wonderful time visiting you and Roy at Hillview Farm during my summer holidays!

WRITING

For your warm up exercise today, practice making some five-sided stars. Keep practicing until you can make all five sides without lifting your pen from the paper.



Write the last two stanzas of Sara Teasdale's poem "*Stars*" on page 222 of Cavalcades. Your writing will be checked for pressure, slant, spacing and height of short letters.

Blank lines for writing the last two stanzas of the poem "Stars".

SECOND DAY

READING

Is Anybody Out There? pages 223-235

In reading the story Is Anybody Out There? I am sure you found some words that were new to you. Did you use your glossary to find the meanings? I hope so.

1. Match each word from the following list with its definition below. Write the word in the space provided. Use your dictionary for the words whose meanings you cannot find in the glossary.

celestial	Palomar
Martian	piqued
intelligent life	Shklovsky
lichen	asteroids
organism	gravitational field
refracted	gravitation
observatory	probe
Schiaparelli	astronomy
furor	hypothesis
fact	

the force or pull that makes bodies in
the universe, move toward each other

having to do with the heavens

the space in which gravitation operates

aroused; stirred up

an outburst of wild enthusiasm or
excitement

bent from a straight course

an Italian astronomer

the science that deals with the study of stars

very small planets that revolve around the sun between the orbit of Mars and the orbit of Jupiter

a Russian astronomer

a mountain peak in California, on top of which is an observatory

a survey to collect information on outer space

a supposed inhabitant of the planet Mars

a building with a telescope for looking at stars and other heavenly bodies

a flowerless plant

a form of life that has a high degree of intelligence and mental capacity

an individual animal or plant

something which is known to be true

a theory; something that seems likely to be a true explanation

Check to be sure you have spelled each word correctly.

Check your answers with those at the end of Lesson 16.

WORD SKILLS

Verbs Ending With *y*

Look at your spelling words on page 2. All the spelling words for this week end in *y*. Did you notice that most of the words are adjectives?

Today we will learn about verbs that end with *y* and how we use the verb endings *s*, *ed* and *ing* with these verbs.

Look at these verbs that end with a vowel + *y*.

play	plays	played	playing
delay	delays	delayed	delaying

1. If a verb ends with a vowel + *y*, the verb endings *s*, *ed* and *ing* may be added without changing the root word.

Look at these verbs that end with a consonant + *y*.

reply	replies	replied	replying
satisfy	satisfies	satisfied	satisfying

2. If a verb ends with a consonant + *y*, the *y* is changed to *i* before adding the endings *es* or *ed*. The root word is not changed to add the *ing* ending.

1. Think of two other verbs that end in *y*. Write the appropriate endings for each. Use the examples and rules above to check your work.

_____	_____	_____	_____
_____	_____	_____	_____

CHECK YOUR WORK WITH THE EXAMPLES GIVEN AT THE END OF LESSON 16.

2. Read again the rules about verbs on page 9.

Decide which rule fits the verbs in this exercise.

Write the number of the rule in the parentheses. Then write the *s*, *ed* and *ing* forms of the verb below it.

relay ()

imply ()

annoy ()

display ()

accompany ()

classify ()

study ()

apply ()

convey ()

identify ()

delay ()

multiply ()

scurry ()

spray ()

destroy ()

3. Complete each sentence by writing the correct form of the verb in the blank space.

apply

Have you _____ for a summer job?

study

My sister _____ for two hours each night.

scurry

The chipmunk _____ into the wood-pile.

spray

The firemen were _____ water on the smoking building.

classify

Father placed an advertisement in the _____
_____ section of the daily paper.

4. Write the five words from the list on page 10 which may be used as nouns as well as verbs.

LANGUAGE

Writing An Invitation

Suppose it is your birthday and Mother has said that you may have a party. You will want to send invitations to your friends to tell them about it.

When you write an invitation you should answer the following questions.

What is the invitation for?

Where is the party or entertainment to be held?

What date is the party or entertainment to be held?

What time of day will it be held?

Always add something to your invitation that will show your friend that you really want him to come.

1. Becky Armstrong is giving a swimming party at the Glenavon Country Club on Saturday, May 30, at 1400 hours. In each of the following invitations she has left out at least two things that she should have told. Add as many sentences as you need to make each invitation complete. Add a suitable closing to each.

Use Becky's name as the signature.

Dear Monty,

I hope you can come to my party on Saturday

Dear Allison,

I am having a swimming party at Glenavon Country Club.

2. Write an invitation to a friend to attend a sleigh ride party on the hill behind your home next Friday after school.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

THIRD DAY

READING

Is Anybody Out There? pages 223-235

In yesterday's lesson you learned that:

- *a fact is something that is known to be true.*
- *a hypothesis is a theory; or something that seems likely to be a true explanation.*

Scientists must be very careful that they do not confuse these two terms.

Read pages 224 to the end of the second paragraph on page 226.

1. Show your teacher that you have a "scientific mind" by writing three facts about the climate of Mars. Be sure the statements you make are facts and not hypotheses.

1. _____

2. _____

3. _____

2. State three facts about Martian canals that can be found by reading pages 231 and 232.

1. _____

2. _____

3. _____

3. State three facts about the moons of Mars. (page 233-235)

1. _____

2. _____

3. _____

4. A hypothesis may also be called an *opinion*. Read pages 56-57 Think-and-Do Book. Decide if each of the statements on page 57 is *fact* or *opinion*. Complete the exercise by following the instructions given at the top of the page.

5. Circle the three words which are synonyms.

theory *fact* *opinion* *hypotheses*

SPELLING

Words That End in *y*

1. The word *ease* is a noun. Make it into an adjective by giving it a *y* ending. _____

Make it into an adverb that ends in *ly*. _____
Say the adjective and the adverb.

2. Write *wholly*. _____ Use your dictionary to find a synonym of wholly. _____

3. Write the homonym of *wholly*. _____

4. Write the word which stands for all the words used by a person. _____

5. Trial test. In the space below write your difficult words.

Study your difficult words.

LANGUAGE

Answering An Invitation

Here are the rules you should follow when writing a letter to accept an invitation.

1. Show that you are happy to receive the invitation and that you look forward to attending.
2. Mention the event, the place and time it is to be held.

Dear Oliver,

Thank you for inviting me to your birthday party next Friday afternoon at two o'clock. I shall be happy to come!

Your pal,

Michael Danchuk

When you cannot accept an invitation, use these rules to write your reply.

1. Give your reason for being unable to accept the invitation.
2. Show that you are sorry that you cannot accept.

Dear Oliver,

I am sorry that I will be unable to come to your birthday party next Friday. Father is picking me up right after school that day and we are driving to Amisk Lake to spend the weekend with my grandmother.

Your friend,

Elizabeth Jones

1. Write a reply accepting an invitation to a barbeque at Peter Abbot's home next Saturday at noon.

2. Write a reply saying that you cannot accept Peter Abbott's invitation because you have an appointment with your eye doctor at that time, and are unable to change it.

WRITING

For your writing lesson today write the names of the planets.

To loosen up, practice making the planet Saturn.



Mercury

Venus

Mars

Jupiter

Saturn

Uranus

Neptune

Pluto

FOURTH DAY

READING

Is Anybody Out There? pages 223-235

Yesterday we talked about *fact* and *opinion* and how important it is to know the difference.

1. In the following exercise put O in front of each statement that is an *opinion* and F in front of each statement that is a *fact*.

_____ Mars is 58,000,000 km from earth.

_____ During the day the temperature on Mars reaches 35°C.

_____ There may be some form of life on Mars.

_____ There may be intelligent forms of life on Mars.

_____ There are giant sandstorms on Mars.

_____ There are many canals crisscrossing the surface of Mars.

_____ The canals may be the work of intelligent beings.

_____ The moons of Mars may be artificial satellites that were launched into orbit by intelligent beings.

2. Write the theory that you agree with most. Write several sentences defending this belief.

Theory: _____

I agree with this theory because: _____

Would you like to travel to Mars? _____ Tell why or why not.

WORD SKILLS

Adverbs Ending in *ly*

Look at the following words. What part of speech is each?

complete *loyal* *beautiful*

I hope you said they are adjectives. Adjectives are words which describe nouns.

Example:

He read the *complete* book.
She is a *loyal* friend.
Mother bought a *beautiful* painting.

By adding the suffix *ly* to some adjectives, we can change them to adverbs. Adverbs are words which modify or describe verbs, adjectives, or other adverbs.

Example:

He was *completely* drenched.
They *loyally* followed the old leader.
The painting was *beautifully* framed.

The following words show two changes that may be made to the root word before *ly* is added.

direct - directly
fortunate - fortunately

no change

cheery - cheerily
ordinary - ordinarily

If the adjective ends with consonant plus *y* add *il* between the consonant and *y*.

comfortable - comfortably
capable - capably

If the adjective ends in *le* drop the final *e* and add *y*.

1. Use a suffix from the list to change each root word to an adjective. Then refer to the examples given to change each adjective to an *ly* adverb.

<u>Suffix</u>	<u>Root Word</u>	<u>Adjective</u>	<u>Adverb</u>
ish	haste	_____	_____
y	adore	_____	_____
able	defy	_____	_____
ant	reason	_____	_____
ous	self	_____	_____
	understand	_____	_____
	courage	_____	_____
	style	_____	_____

2. Make adverbs from these words by adding *ly*.
Use the adverbs correctly in the sentences below.

dutiful	angry	complete
possible	secure	cosy
remarkable	scarce	

The policeman _____ guarded the door.

Later, the doors were _____ locked for the night.

The dog barked _____ at the trespassers.

A horse could not _____ climb a tree.

The cat was curled up _____ by the fire.

During the flood the river flats were _____ covered with water.

It is so long since I have seen my cousin I _____ remember what he looks like.

Ben looks _____ like his older brother.

LANGUAGE

Business Letters

We have learned that a friendly letter has five parts:

- a heading
- greeting
- body
- complimentary close
- signature

A business letter has the same five parts as a friendly letter plus an *inside address*.

The *inside address* is the address of the person or company to whom the letter is being written.

In a business letter a colon (:) is used after the greeting.

The complimentary close most often used is *Yours truly*.

1. Name each of the six parts of the following business letter.

2. _____
3. _____
4. _____

1. _____

2020 Prince Street
Red Deer, Alberta
May 1, 1979

Brookdale Cheese Co.
Box 105
Lacombe, Alberta

Dear Sirs:

My class is studying about how cheese is made. Please let me know if it would be convenient for us to tour your plant on Friday, June thirteenth at 1500 hours.

5. _____ Yours truly,

6. _____ Lance Brown

2. Write the following parts of Lance Brown's letter. Be sure to include the correct punctuation in each.

the inside address

the greeting

the closing

3. The body of a business letter should be brief, telling only what the reader needs to know in order to answer the letter. Does Lance Brown's letter follow this rule?

FIFTH DAY

READING

Is Anybody Out There? pages 223-235

In your Social Studies lessons you are learning about Greek and Roman civilizations. You have learned that the ancient Greeks and Romans believed in many gods and goddesses. The Romans who were influenced by the Greeks, identified many of their gods with Greek gods but gave them Roman names. Did you know that the king of gods was called Zeus by the Greeks, and Jupiter by the Romans? The messenger of the gods was called Hermes by the Greeks, and Mercury by the Romans. The god of war was called Ares by the Greeks, and Mars by the Romans.

Did you know that every planet except Earth is named after a Greek or Roman god or goddess? The list below will tell you who these gods and goddesses were.

Venus	-	Roman goddess of love and beauty
Mars	-	god of war
Jupiter	-	Roman king of all the gods and people
Saturn	-	Roman god of agriculture
Neptune	-	Roman god of the sea
Uranus	-	in Greek mythology, the oldest god and ruler of the universe, whose name means heaven or sky
Mercury	-	swift messenger of the Roman gods
Pluto	-	in Greek and Roman mythology, ruler of the lower world or abode of the dead

As you read the list of names below do you see some that are similar to words in the English language?

- Argus - in Greek legend, a giant with a hundred eyes
- Atlas - in Greek legend, a giant who supported the heavens
- Ceres - Roman goddess of agriculture
- Hercules - in Greek and Roman mythology, a hero famous for his great strength
- Hygeia - Greek goddess of health
- Hypnos - Greek god of sleep
- Janus - Roman god of gates and doors, and of beginnings and endings (He is represented with two faces; one looking forward and the other looking backward.)
- Tantalus - a Greek god who was punished by having to stand in water up to his chin under branches laden with fruit (Whenever he tried to eat or drink, the water and fruit withdrew from his reach.)
- Titan - in Greek mythology, one of a family of giants who ruled the world
- Vulcan - Roman god of fire and metalworking

1. In each of the following questions, tell to which mythological character the italicized word is related. Then answer the question.

1. Would *martial law* be more likely declared in war or peace? (Mars)

2. Which day of our week means *Saturn's Day*? ()

3. Why is *January* a good name for the first month of the year? ()

4. What is *hygiene* a study of? ()

5. If you *tantalize* someone do you give him what he wants or keep it out of his reach?
()

6. Was the *Titanic* a large ship or a small one? ()

7. If a man has *herculean* strength is he strong or weak?
()

8. Why are breakfast foods called *cereals*? ()

9. Would an *Argus-eyed* person be watchful and observant or indifferent to what goes on around him?
()

10. If you were going into a *hypnotic* state, would you be waking up or going to sleep? ()

SPELLING

As your supervisor says each word write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

SEND FOR CORRECTION

LANGUAGE

Keeping Business Letters Brief

In a business letter you should:

state the purpose of your letter at the beginning.

tell each thing only once.

tell only what the reader wants to know so that you do not waste his time.

1. The following business letters tell more than is necessary. Draw a line through each sentence that the writer should have omitted. In each letter underline the sentence which tells the purpose of the letter.

Dear Sirs:

Please send me one soccer ball numbered 329A in your spring catalogue. It looks like a good sturdy ball. I hope it will last us all summer. I am enclosing a money order for eight dollars and ninety-five cents.

Dear Madam:

The Grade Six class of Brentwood School is doing a study of pioneer crafts. Would it be convenient for you to give us a demonstration of quilting in your crafts shop next Wednesday afternoon at 1500 hours? We have also learned about soap making and weaving. Last week one of the children brought her great-grandmother's churn and we learned to make butter.

Dear Sirs:

My sixth grade class is doing a study of the sugar beet industry. Did you know that most of the sugar used in Alberta is imported? Please send us thirty copies of your pamphlet Sugar Beet Farming in Alberta.

Write a business letter to the Acme Sporting Goods Company, 130 Denver Street, Calgary, Alberta to order an article of your choice from their catalogue. Write all six parts of your letter in the space provided below.

SEND FOR CORRECTION

For your writing lesson today write three facts you have learned about Mars in this lesson or three sentences telling about three Greek or Roman gods mentioned in today's reading lesson. Write one sentence about each.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SELF-CORRECTING EXERCISES FOR LESSON 16

page 1

1. copyright date - 1970

Yes

Most astronomers agree that there is life on Mars.

Mars glows with an angry orange color.

Like Earth, Mars has a mild temperature.

There is very little water on Mars.

page 7, 8

gravitation

celestial

gravitational field

piqued

furor

refracted

Schiaparelli

astronomy

asteroids

Shklovsky

Palomar

probe

Martian

observatory

lichen

intelligent life

organism

fact

hypothesis

page 9

WORD SKILLS

Lesson 16

- | | |
|--------|--------|
| 1. cry | fry |
| cries | fries |
| crying | frying |

page 10

- | | | |
|--------------|---------------|--------------|
| 2. relay (1) | imply (2) | annoy (1) |
| relays | implies | annoys |
| relayed | implied | annoyed |
| relaying | implying | annoying |
| display (1) | accompany (2) | classify (2) |
| displays | accompanies | classifies |
| displayed | accompanied | classified |
| displaying | accompanying | classifying |
| study (2) | apply (2) | convey (1) |
| studies | applies | conveys |
| studied | applied | conveyed |
| studying | applying | conveying |

identify (2)
identifies
identified
identifying

delay (1)
delays
delayed
delaying

multiply (2)
multiplies
multiplied
multiplying

scurry (2)
scurries
scurried
scurrying

spray (1)
sprays
sprayed
spraying

destroy (1)
destroys
destroyed
destroying

page 11

3. applied
studies
scurries, or scurried
spraying
classified

4. relay
display
study
delay
spray

page 12

Dear Monty,

I hope that you can come to my party on Saturday, May 30, at 1400 hours. The party in honor of my cousin, Ann, who is visiting from New York. It will be a swim party at Glenavon Country Club.

Please be there!

Your pal,
Becky

page 16

SPELLING

Lesson 16

1. easy
easily
2. wholly
completely, entirely
3. holy
4. vocabulary

page 23

<u>Adjective</u>	<u>Adverb</u>
1. hasty	hastily
adorable	adorably
defiant	defiantly
reasonable	reasonably
selfish	selfishly
understandable	understandably
courageous	courageously
stylish	stylishly
2. dutifully	
securely	
angrily	
possibly	
cosily	
completely	
scarcely	
remarkably	

Lesson 16 page to be SENT IN FOR CORRECTION

Spelling pages 3, 29

Language pages 5, 13, 18, 24, 25, 31

Writing pages 6, 32

Reading pages 14, 15, 20, 21, 27, 28 and page 57
Think and Do Book

LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

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FIRST DAY

READING

Dreamers and Doers, pages 236-237

Today you are beginning a brand new unit in your reader.

All the stories in this unit are *biographical*. This means that they are true accounts of the lives, or events in the lives of real people.

Turn to page 237 in your reader.

1. What does the title Dreamers and Doers suggest to you about the people whose biographies are in this unit?

2. What character traits do you think "dreamers and doers" would have?

3. Read the quotations on page 236.

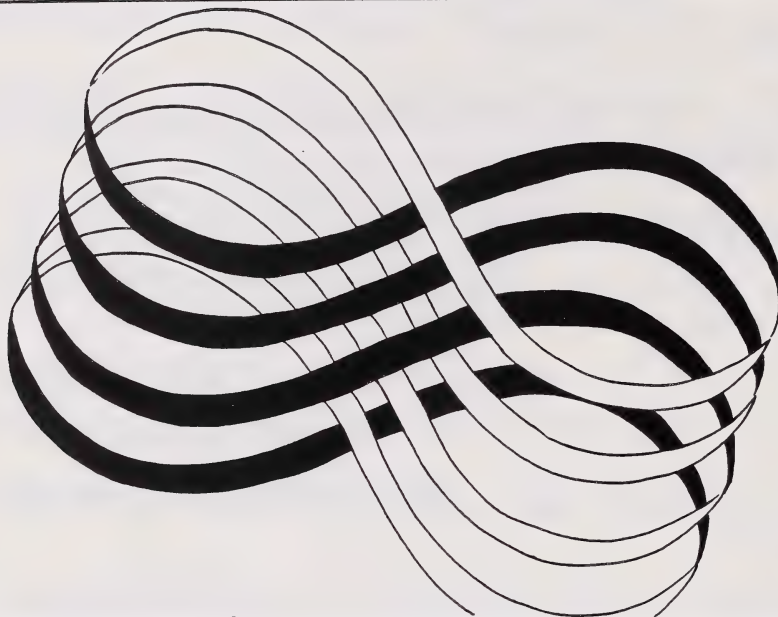
In your own words write one concise sentence telling what you think each quotation means.

1.

2.

3.

4. Write the name of someone you have met or read about, to whom the third quotation would apply.



The design on page 237 is the symbol for an infinite number, the infinity form. One meaning of infinite is endless, without limits or bounds. How does the repetition of the infinity form reflect the ideas of the unit title and the quotations? Does it make you think of an unending cycle of dreams and their fulfillment which in turn inspire more dreams?

All the stories in this unit are true. Skim the titles on page 4 of the Table of Contents. Do you recognize the names of any of the dreamers and doers? _____ Which ones?

SPELLING

Words With Suffixes

We know that we can change words from one part of speech to another by adding suffixes.

What part of speech are these words? _____

encourage *amuse* *entertain*

Add the suffix *ment* to them.

encouragement *amusement* *entertainment*

By adding a suffix to these verbs we have formed nouns. *-Ment* is called a *noun suffix*. It changes a root word to a noun. Other noun suffixes are *ance*, *ence*, *hood*, *ness*.

Here are your spelling words for this week. All the words are nouns.

encouragement	excitement	neighborhood
settlement	amusement	independence
department	development	reference
statement	entertainment	community
treatment	improvement	safety
happiness	government	

In some words like *community* the spelling of the root word was changed before adding the suffix. Did you know that *community* (a group of people) comes from *commune* (to confer together), and *instrument* (a tool for instruction) comes from *instruct* (to build)?

Say and write each word.

1. Make nouns by adding *ment* to these verbs:
depart, entertain, develop, treat and *govern*.

2. Write *happy* and *safe*. _____
Write them again with the *un* prefix.

Write them with the *ly* suffix.

Write them as nouns.

3. Write *depend*. _____
Write *depend* plus the prefix *in* and both suffixes *ent* and *ly*.

4. Write *independent* as a noun. _____

5. Write the spelling word from you list that comes from the
word *commune*. _____

6. After each word that is the name of a musical instrument write
the word *instrument*.

piano _____

viola _____

flute _____

drum _____

ukelele _____

tangerine _____

LANGUAGE

Quotations

Quotations are sayings that are memorable and so they are often remembered or quoted.

When the first astronaut, Neil Armstrong, stepped down from his spaceship onto the moon's surface, he spoke to the world and said,

"One small step for man; one giant step for mankind."

Pierre Elliott Trudeau, Canada's prime minister once said,

"If we don't solve our own problems, other people will - and the world of tomorrow belongs to the people who will solve them."

A former Canadian prime minister John Diefenbaker quoted:

"Freedom is the right to be wrong, not the right to do wrong."

An early Alberta newspaperman, Bob Edwards once said:

"If your luck isn't what it should be, write a 'p' in front of it and try again."

A quotation I enjoy is one my teacher used to quote:

"Happiness is knowing where you're going and when you get there."

Do you know a favorite quotation? Write it here.

Did you enjoy reading the quotations on page 236 of Cavalcades? A good author or speaker is remembered because he has said or written something that appeals to a great many people.

Perhaps in your reading you have come to a particular part of a poem or story that so appealed to you that you wish you had written it yourself.

For your language exercise today I would like you to write a quotation of your choice, preferably not more than one half page and not less than two sentences. Remember you must write exactly what the author said and you must include his or her name at the bottom. Below the author's name write the title of the selection or book from which the quotation is taken.

Write a sentence or two at the bottom of the page telling how the quotation relates to your life and what you dream of doing. Write your proofread copy on the following lined page and send it for your teacher to see.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some very faint, small dark spots, possibly dust or minor imperfections in the paper itself. The edges of the paper are slightly irregular.

Lined area for text entry, consisting of 25 horizontal lines.

WRITING

Victor Hugo was a French author who lived from 1803 - 1885. Look in an encyclopedia to find the names of some of the books he wrote.

For your writing lesson today I would like you to copy the quotation by Victor Hugo on page 236 Cavalcades. You may begin by doing any warm-up exercise you wish.

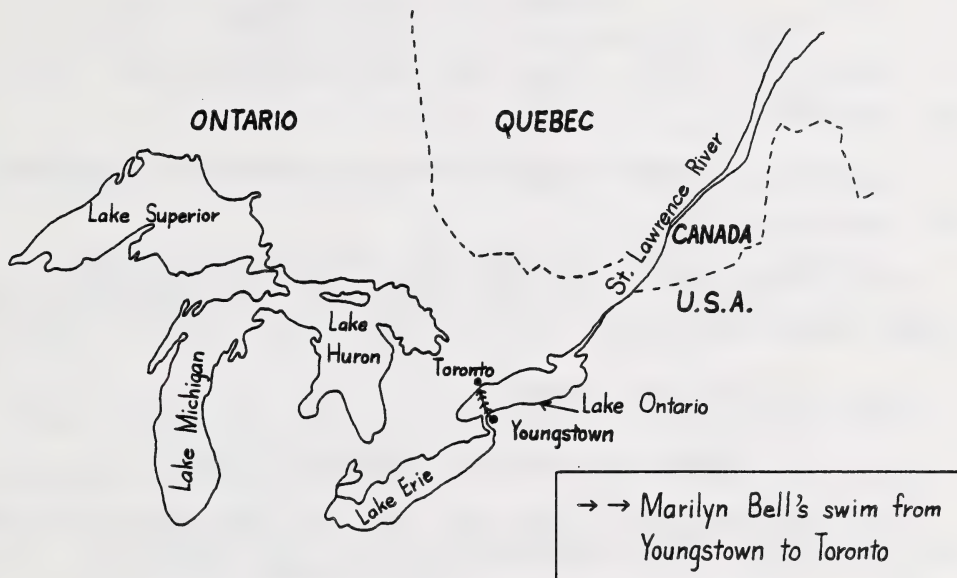
The ones who live are the ones who
struggle,
The ones whose soul and heart are filled
with high purpose
Yes, these are the living ones.

Victor Hugo

SECOND DAY

READING

How Marilyn Swam the Lake, pages 239-250



Have you ever heard of Marilyn Bell who became a Canadian legend in 1954 by swimming across Lake Ontario?

As you read this selection you will learn why Marilyn was chosen to enter the contest. You will learn what character traits she exhibited during the swim and in her fame that followed.

You will read how the thoughtfulness of others helped to make her achievement possible.

Read all of the story. Why do you think the author entitled the story How Marilyn Swam the Lake instead of Marilyn Swims the Lake?

WORD SKILLS

Noun-Building Suffixes

What part of speech is each of these words?

girl _____ *invent* _____ *kind* _____

By adding a suffix, change the verb *invent* to a noun. Write the noun here. _____

By adding a suffix, change the adjective *kind* to a noun. Write the noun here. _____

By adding a suffix, change the noun *girl* to another noun. Write the new noun here. _____

Did you form these nouns?

invention or *inventor*, *kindness*, *girlhood*

The word endings *ion*, *or*, *ness* and *hood* are some of the suffixes we can add to words to form nouns.

Here are other suffixes that can be added to root words:

<i>ist</i>	<i>er</i>	<i>ation</i>
<i>ship</i>	<i>or</i>	<i>dom</i>
<i>age</i>	<i>itton</i>	

1. The suffixes *ist*, *er*, *or* change verbs into nouns that name people. Use the suffixes *ist*, *er*, *or* to match these definitions.

someone who:

tours _____

manages _____

directs _____

drives a motor car _____

writes _____

plays the violin _____

explores _____

visits _____

Check your answers with those given on page 24.

You have learned that you can build new words by adding a suffix to a root word. Sometimes when you add a suffix to a word, you must see how the word ends to find out if you need to change the ending.

These three rules will help you build new words using suffixes.

1. If a word ends in a consonant plus *y*, change the *y* to *i* before adding a suffix.

certify — *certification*

2. If the word ends in *e*, drop the *e* before adding a suffix that begins with a vowel.

tense — *tension*

3. If a short word ends in one vowel and one consonant, double the final consonant before adding a suffix that begins with a vowel.

bar — *barred*

2. Study the rules on page 10 again. Then do the following.

Add the suffixes to the root word. You may need to change the root word first. Write the new words in the blank spaces.

happy + ness = happiness

civilize + ation = _____

populate + ion = _____

trap + er = _____

compete + ition = _____

intend + ion = _____

lazy + ness = _____

occupy + ation = _____

bag + age = _____

biology + ist = _____

3. The root words in the boxes below have suffixes added to them that do not belong with them. Underline each suffix. Decide to which root word it should be added. Then write each new word on the lines below. The first one is done for you.

neighbor <u>ist</u>	kingor	sportsmaner
governat <u>ion</u>	stiffhood	catchage
add <u>ion</u>	informdom	adoptment
shortit <u>ion</u>	<u>cartoon</u> ship	sailness

1. cartoonist 5. _____ 9. _____
2. _____ 6. _____ 10. _____
3. _____ 7. _____ 11. _____
4. _____ 8. _____ 12. _____

Check your work with the answers given at the end of Lesson 17.

LANGUAGE

Reporting on Marilyn's Victory

How well do you remember what you learned in Lesson 10 about writing a lead paragraph for a news story?

Pretend that you are a reporter for the Toronto Star. It is September 1954 and you have just witnessed Marilyn Bell's completion of her forty mile swim of Lake Ontario.

Prepare a rough copy of the lead paragraph of your news story by answering these five questions about Marilyn's victory.

1. Who? _____

2. What? _____

3. Where? _____

4. When? _____

5. How? _____

THIRD DAY

READING

How Marilyn Swam the Lake, page 238-250

Marilyn Bell had many qualities that led to her entry in the long distance swim competition.

1. Which of Marilyn's actions reveal that she had these qualities?

determination - _____

patience - _____

poise - _____

2. What sentence on page 240 sums up the kind of instructor Gus Ryder was?

3. What quality of a long distance swimmer had Ryder recognized in Marilyn?

4. What inspired Marilyn's trust in Ryder?

- 5.. Why did Ryder order the boat to pull away just after he had promised to take Marilyn out of the water? (page 244)

6. What quality did Marilyn demonstrate equally in her Lake Ontario swim and in her return to school?

7. How was Marilyn helped by the Toronto Star?

Toronto Harbor Commission?

Joan Cooke?

8. Why do you think a trainer like Gus Ryder would put a young girl through such torture?

SPELLING

Words With Suffixes

1. Write the plural of *community*. _____

What happens to the *y*? _____

2. Write the five words that have four syllables.

Draw lines between the syllables.

3. Find the word *improve* in your dictionary. Write its respelling.

_____ What does the *v.* in the definition tell us?

4. Trial Test: In the space below write the words you found difficult.

Study your words.

LANGUAGE

Reporting on Marilyn's Victory

Use the notes you made in yesterday's language exercise to write a lead paragraph for a news story. The five questions do not need to be answered in the order given. Write an exciting headline and the proofread copy of your lead paragraph in the space below.

[illegible]

SEND FOR CORRECTION

WRITING

James Russell Lowell was an American poet, essayist and diplomat who lived from 1819 to 1891. Use your encyclopedia to find out the titles of some of his works. For your writing exercise today write his quotation from page 236 of Cavalcades. You may begin by doing a row of left ovals. Write the quotation twice. Be sure to include the author's name.



*A great man is made up of qualities
that meet or make great occasions.*

James Russell Lowell

FOURTH DAY

READING

How Marilyn Swam the Lake, pages 238-250

1. Below is a list of the details of Marilyn's swim. Arrange them in the order in which they happened.

_____ At four in the morning Marilyn felt numb with cold but after sipping corn syrup she began to swim again.

_____ Toward noon Marilyn faltered again but was given courage by blackboard messages that were held up for her to read.

_____ At six minutes past eight Marilyn touched the break water and her ordeal ended.

_____ Toronto prepared to welcome its heroine, but Marilyn although still swimming automatically, was close to exhaustion.

_____ About five o'clock Marilyn's friend Joan Cooke dived in to swim beside her and arouse her to new effort.

_____ At dawn Marilyn rubbed her motionless legs with liniment and they began to move again.

_____ The Toronto Harbour Commission at four in the afternoon assigned two lifeguards to row close beside Marilyn.

_____ Marilyn dived into Lake Ontario at Youngstown, New York at 11:07 p.m. to begin her swim.

_____ At 6:35 p.m., fifteen minutes away from her goal Marilyn said she couldn't go on but once more responded to Gus Ryder's encouragement.

2. Read the last paragraph on page 242 of the selection. What four actions are described?

Did all the actions take place at the same time? _____

Which took place first? _____

In the third sentence of paragraph 1 on page 244 do both actions mentioned occur at the same time?

3. Turn to page 61, Think-and-Do Book. Complete the exercise according to instructions given at the top of the page.

WORD SKILLS

More Noun Building Suffixes

1. What suffixes from your exercises last day, can you add to these words to form nouns? Write the noun in the space at the right of each word.

_____ acre	_____	_____ locate	_____
_____ blind	_____	_____ inspect	_____
_____ child	_____	_____ sleepy	_____
_____ identify	_____	_____ regulate	_____

What part of speech is each root word above? • *noun*,
• *verb*, • *adjective*, • *adverb* Write the appropriate
answer in the space at the left of each word.

2. Complete the following sentences with a word made up of the root word given plus one of the noun-building suffixes underlined below.

<i>accident</i>	<i>slavery</i>	<i>fellowship</i>
<i>frailty</i>	<i>merchant</i>	<i>ignorance</i>
<i>measure</i>	<i>modesty</i>	<i>activity</i>
	<i>preference</i>	

Most Christians consider _____ to be of great importance. (honest)

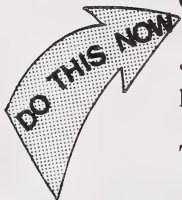
The hunter displayed good _____ in shooting every clay pigeon. (marksman)

A barometer is used to measure the _____ of the air. (press)

Because the team had won three straight games the players felt very _____. (confide)

Tom used half of his _____ to go to the football game. (allow)

CHECK YOUR WORK WITH THE ANSWERS GIVEN AT THE END OF LESSON 17.



On rainy days the _____ is very high. (humid)

Jim was given a penalty for _____ with another player. (interfere)

The soldier was awarded a medal for _____. (brave)

There is a law against _____ to animals. (cruel)

The _____ of the house was not at home. (occupy)

3. The suffixes *ent* and *y* can form either nouns or adjectives. Use one of these suffixes to complete the italicized words below. You may need to cross out a letter from the root word or to add an extra letter.

Nouns

police *inquire* _____

famous news *correspond* _____

mosquito *repel* _____

school *superintend* _____

reside _____ of Alberta

foolish *jealous* _____

Adjectives

a boss _____ woman

cold, *wind* _____ weather

confide _____ driver

sweet *juice* _____ cherries

compete _____ babysitter

LANGUAGE

"Thank You Toronto!"

Marilyn Bell was aided and encouraged by many people during her historic swim. In order to thank everyone for their kindness she may have placed a letter in the Toronto Star. Perhaps she would give special thanks to the Toronto Star, Toronto Harbour Commission, Joan Cooke and Gus Ryder, and mention how she was especially helped by each. Maybe she would thank her parents for the love and encouragement they gave her during her months of training.

If you were Marilyn what would you have said? Write the rough copy of your letter in the space below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

FIFTH DAY

READING

How Marilyn Swam the Lake, pages 238-250

When you come upon an unfamiliar word in your reading I hope you always use your dictionary or glossary to find out its meaning. But sometimes words that are spelled alike can have very different meanings. These words are called *homographs*. We can often determine the appropriate meaning of a homograph by looking at the context or the way in which a word is used in the story.

1. Read sentence 1, page 242 and sentence 2, paragraph 2, page 247. Does the root word of *sternly* have the same meaning as the word *stern* in the second sentence? _____

2. Write the meaning of stern which fits the first sentence.

3. Write the meaning of stern which fits the second sentence.

4. Underline the meaning of each italicized word as it is used in the story.

vessel - page 242 (sentence 2, paragraph 1) "a ship or boat", "a hollow container" or a "tube carrying blood or some other fluid"

gritty - page 239 (sentence 1, paragraph 3) "full of gravel or sand" "full of courage" or "grinding"

slack - page 243 (sentence 2, paragraph 4) "loose" "careless" "slow" or "not active"

stroke - page 244 (sentence 2, paragraph 2) "a blow" or "a single complete movement to be made again and again"

- current* - page 246 (sentence 2, paragraph 2) "of the present time" or "a flow of water"
- drained* - page 247 (sentence 2, paragraph 3) "emptied of liquid" or "used up little by little"
- endorse* - page 250 (sentence 3, paragraph 5) "to write a name on the back of a check" or "to give approval"

5. Complete pages 62 and 63 of the Think-and-Do Book by following instructions at the top of each page. (Send only page 62 for correction.)

SEND FOR CORRECTION

Answers to exercise 1, pages 9, 10

someone who:

tours tourist

manages manager

directs director

drives a motor car motorist

writes writer

explores explorer

visits visitor

SPELLING

As your supervisor says each word, write it in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

"Thank You Toronto!"

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SEND FOR CORRECTION

WRITING

Before you begin your writing exercise for today, do the following warm-up exercises.

Write one line of right ovals.



Write one line of left ovals.



This week you read some quotations. One of the quotations you read was by Benjamin Harrison who was the President of the United States from 1889-1893.

Here is one of Benjamin Harrison's quotations. Write it four times.

Great lives never go out. They go on.

Benjamin Harrison

SELF-CORRECTING EXERCISES FOR LESSON 17

page 4

SPELLING

Lesson 17

1. department, entertainment, development, treatment, government
2. happy safe
 unhappy unsafe
 happily safely
 happiness safety
3. depend
 independently
4. independence
5. community
6. Tangerine is the only word that is not the name of a musical instrument.

page 11

2. happiness
 civilization
 population
 trapper
 competition
 intention
 laziness
 occupation
 baggage
 biologist

Check your spelling of these words carefully. Some of them are tricky.

- | | | |
|--------------------|------------------|--------------|
| 3. 1. neighborhood | 6. kingdom | 10. catcher |
| 2. cartoonist | 7. stiffness | 11. adoption |
| 3. governor | 8. information | 12. sailor |
| 4. addition | 9. sportsmanship | |
| 5. shortage | | |

page 13

READING

Lesson 17

1. determination
 She endured fear, pain and exhaustion without quitting.

 patience - She showed patience by practicing faithfully.

 poise - During the weeksof hysterical praise, she remained poised.
2. Ryder struck some people as being a gruff man, but at the poolside he was gentle and reassuring and endlessly kind.

3. patience (paragraph 3, page 239)
4. Marily knew that he was Canada's foremost trainer of long distance swimmers, and he gave free lessons to handicapped children.

page 14

5. He noticed that her legs were moving again.
6. She demonstrated gritty determination.
7. They assigned a staff of reporters and photographers to follow the swim on rented yachts.

They assigned two lifeguards in two rowboats to flank her.

She jumped into the water and swam beside Marilyn for some time.

8. One possible answer -

He knew that it would not do her any harm and he wanted her to prove to herself that she could do it.

page 20

1.

<u>age</u>	<u>acreage</u>	<u>ion</u>	<u>location</u>
<u>ness</u>	<u>blindness</u>	<u>or</u>] <u>inspector</u> , <u>inspection</u>
<u>hood</u>	<u>childhood</u>	<u>ion</u>	
<u>ation</u>	<u>identification</u>	<u>er</u>	<u>sleeper</u>
		<u>or</u>] <u>regulator</u> , <u>regulation</u>
		<u>ion</u>	
2. honesty
marksmanship
pressure
confident
allowance

Lesson 17 pages to be SENT IN FOR CORRECTION

Reading	pages 1, 2, 8, 18, 19, 23, 24, and Think and Do pages 61, 62, 63
Language	pages 5, 6, 12, 16, 26
Writing	page 7
Spelling	pages 15, 25
Word Skills	page 21

LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

The Doctor of Labrador, pages 252-265



In this week's selection we will read about Wilfred Grenfell, a courageous doctor who travelled to Labrador in the year 1892 to bring medical aid to the fishermen and their families who lived there.

1. Find Labrador on the map of Canada or a globe. Pretend that you are in a helicopter. Describe the Labrador coastline as seen from a helicopter in winter.

2. What would you expect to see if you were looking down on the same coastline in summer?

At the time of today's story, fishing was the main livelihood for many families. Every year, large fishing schooners carried thousands of fishermen north along Labrador's stormy and dangerous coast for the summer fishing.

3. Skim page 252 for a description of Dr. Grenfell's introduction to Labrador. What time of year is it?

SEND FOR CORRECTION

4. Draw Labrador's boundaries on your world map.
Write Wilfred Grenfell's name there.

Read the whole story to find out:

- what kind of man Wilfred Grenfell was
- why he became a Labrador legend

As you read the story think about these questions.

In what ways was Dr. Wilfred Grenfell both a dreamer and a doer?

Some of Dr. Grenfell's character traits were imagination, courage and the will to survive. How did each of these qualities contribute to his rescue on April 21, 1908?

Do you think the fishermen whom Dr. Grenfell helped were as courageous as he? What reasons do you have for thinking as you do?

SPELLING

More Words With Suffixes

You have learned that a suffix added to a root word forms a noun.

Example:

root word + *suffix* = *noun*

tour + *ist* = *tourist*

decorate + *ation* = *decoration*

The following suffixes are found in this week's spelling words. Note the pronunciation of each suffix.

ion - *yən*

tion - *shən*

sion - *zhən*

Here are your spelling words for this week.

station	onion	inspection
ration	union	population
nation	million	action
connection	invasion	section
attention	decoration	direction
relation	education	

Notice that all the words in today's spelling list are nouns.

Some of the words are made up of root stems. Root stems are words that come from Latin verbs. For example, the *sta* in *station* comes from a Latin verb meaning "to stand". The *na* in *nation* comes from the Latin verb meaning "to be born".

1. Say and write each word. Be sure to pronounce all four syllables in *decoration*.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Write *decorate*, *educate*, *populate* as nouns using the *tion* suffix.

_____	_____	_____
-------	-------	-------

3. Write the words in which the final syllable is pronounced *yən*.

4. Write the word in which the suffix is pronounced *zhən*.

5. Write *decorate* without the final *e* giving it an *ing* ending.

6. Find the word *invasion* in your dictionary. Show its pronunciation.

7. Write a sentence showing that you know the definition of *invasion*.

8. Which nouns in your list come from these words:

connect? _____ relate? _____

attend? _____ inspect? _____

LANGUAGE

Conversation

When you carry on a conversation are you always as polite as you should be?

Here are some rules to follow when you are talking with others.

- Keep the conversation on topics that are pleasant to everyone in the group.
- If you think the conversation is embarrassing someone, change the subject.
- Do not ask embarrassing questions.
- Do not pry into the affairs of others.
- Do not talk where the conversation will disturb others.
- If someone new joins your group say something to make him feel welcome.
- At the dining table talk about pleasant things. Do not criticize the food.

1. What would you say in each situation described below? Draw a line through each wrong answer.

1. In which of the following places should you carry on a conversation?

in the lunch room

on the playground

in a room where people are watching television

in a room where someone is studying

2. Which of these remarks make polite conversation at the dinner table?

This soup is cold.

This pie is delicious, Mom.

This is a good evening for jogging. May we go after dinner, Dad?

This meat is tough as shoe leather.

Why can't I go to adult movies? You never let me go anywhere.

3. Which of these remarks would you make to change the topic of conversation?

Have you been to the new shopping center yet?

This subject bores me. Let's talk about something else for a while.

Did you know that there is a new family on our block?

4. Which of these remarks would you make to someone new joining your group?

Would you like to join us, Alice?

Hello, Tom. Did you ever make a go cart? We're planning to build one.

Hello Ann. Come back later when we're not busy.

5. Which of the following are polite questions to ask your friends?

May I have your recipe for this delicious candy?

How much did you pay for your new coat?

Did you enjoy reading "Jaws"?

WRITING

For your writing lesson today, write some of your spelling words which have *ion*, *sion* and *tion* endings.

Be sure to:

- cross the *t* carefully,
- make *s* sharp at the top, and
- dot every *i*.

Be sure to:

- keep the *o* round at the base line, and
- close the *o* at the top.

Be sure to:

- keep the humps round on *m* and *n*.

To loosen up your writing arm, make a line of push and pulls.



Complete each line.

onion

union

million

inspection

invasion

education

SECOND DAY

READING

The Doctor of Labrador, pages 252-265

Scan the story of Dr. Grenfell which you read yesterday. Then answer the following questions. Use good sentence answers.

1. What qualities of character were displayed by both Dr. Grenfell and the fishermen?

2. How would these character traits help Dr. Grenfell become successful in his life's work?

3. How would these same traits be of value to a typical Labrador fisherman in his work?

4. Why did the people of Labrador trust Dr. Grenfell?

5. How did this trust involve Dr. Grenfell in the life-and-death experience in today's story?

6. Why was Dr. Grenfell's knowledge of geographical conditions helpful to him in emergency situations that arose?

7. How did Dr. Grenfell react in emergency situations?

8. How did the doctor's close relationship with the fishermen affect the outcome of the story?

WORD SKILLS

Latin and Greek Word Parts

Many words in the English language today contain parts which have come from the ancient Latin and Greek languages. If we know what these parts mean it will help us to recognize the general meaning of many words.

Some frequently used Latin and Greek word parts or elements are listed below. Beside each is its meaning.

<u>Greek</u>		<u>Latin</u>	
<i>cosm-</i>	universe; order	<i>aqua-</i>	water
<i>dyna-</i>	force; power	<i>bene-</i>	well; good
<i>-gon</i>	angle; angled figure	<i>fin-</i>	end; limit
<i>hydro-</i>	water	<i>magni-</i>	great; big; large
<i>-logy</i>	study of; science of	<i>mal-</i>	bad
<i>meter</i>	measure	<i>milit-</i>	soldier
<i>oct-</i>	eight	<i>multi-</i>	many
<i>pent-</i>	five	<i>neg-</i>	to deny

Use the information given in the lists above to complete the following exercises. If you are in doubt, use your dictionary.

1. If a person has *cosmopolitan* interests is he interested only in things that happen in his own home town? _____
2. If a person is *dynamic* is he forceful or weak? _____
3. Is *dynamite* a weak or powerful explosive? _____
4. What kind of airplane is a *hydroplane*? _____
5. What has been removed from *dehydrated* fruits and vegetables?

6. How many arms has an *octopus*? _____

7. How many singers would be in an *octet*? _____
8. Which figure has more sides, an *octagon* or a *pentagon*?

9. Why is the building that houses the defense department in the United States called the *Pentagon*?

10. Where do *aquatic* plants live? _____
11. Name one *aquatic* sport. _____
12. If something is done to *benefit* you, is it done for your good?

13. Does a *benevolent* person wish you well? _____
14. When you *finish* something do you end it? _____
15. If something is *finite* does it have an ending? _____
16. If something is *infinite* does it have an ending? _____
17. If something is *magnified* does it appear bigger or smaller than it really is? _____
18. If a person is a business *magnate* is he important and influential?

19. Does a *malicious* person show kindness or ill will toward others?

20. Is a *militant* person willing to fight? _____
21. Would a *multitude* of people be a small crowd or a large one?

22. If a pet is *neglected* is it given proper care? _____

Check your work with the answers given at the end of Lesson 18.

LANGUAGE

Conversation

Everyone likes to hear his own name. When you greet a person you know, say his name. When you say good-bye use his name again.

Here are some polite rules you should remember when greeting or leaving people.

When you greet someone you know, use his name.
Say "Hello, James" or "Hi, James".

When you greet a grown-up person it is usually better to say "Hello, Mrs. Johnson" or "Good morning, Mr. Rose" rather than "Hi".

If a friend rings your doorbell or knocks on your door, ask him to please come in and sit down.

If you find a stranger at your door say "Hello" and wait for him to tell you why he is there. (*Do not ask him to come in.*)

If you are leaving a party or a place where you have been a guest, thank the people who invited you.

If you must leave a group of people before others are ready to leave, it is polite to excuse yourself.

Underline all the correct answers to each of the following questions.

1. Which of these greetings are polite to use in greeting a grown-up?

Good morning, Mr. Hobbs.

Hi there, Mrs. Anderson!

Hello there!

How do you do, Miss Smith?

Howdy, Mrs. Knight.

2. Which of these greetings are suitable to use in speaking to a boy or girl?

Hi, Betty.

Good morning, Jane.

Hello.

How do you do, Miss Buckles?

Hello, Ben.

3. Which remarks would you use when you open the door for a caller who is a friend?

Hello. What do you want?

Hello, Mrs. Brown. Please come in and sit down.
I'll call Mother.

Hello, Billy. Come in. Would you like to have a game of checkers?

4. What should you say to your host or hostess when you leave a party?

Good-bye, Pam. See you tomorrow.

Good-bye, Mrs. Hanson. Good-bye, Bob.
Thank you for a good time at your party.

5. What should you say if you answer the door and find a stranger there?

Hello. Come in.

Hi. Won't you please come in?

Wait here while I call my father (or mother).

6. If you must leave the table while others are still eating what should you say?

Good-bye. Got to run.

Will you excuse me please, Mother? My
baseball practice starts at seven.

THIRD DAY

READING

The Doctor of Labrador, pages 252-265

Do you think Dr. Grenfell's life work is still important to Labrador and to Canada today? _____

Try to find out how long Dr. Grenfell lived and how he spent his retirement years.



The article on page 64 Think-and-Do Book tells about the work of the Grenfell Mission today. Read the article. Complete the exercises at the end according to the instructions given.

SEND FOR CORRECTION

SPELLING

More Words With Suffixes

How well do you know the meanings of your spelling words?

1. Write interesting sentences in which you use these words correctly.

station _____

connection _____

attention _____

inspection _____

action _____

population _____

2. Write a sentence in which *ration* is a verb.

3. Write a sentence in which *ration* is a noun.

9. Trial Test - In the space below write the correct spelling of words you spelled incorrectly or found difficult. Study these words.

LANGUAGE

Conversation Using the Telephone

Are you always as polite as you should be when you talk on the telephone? Here are some rules to follow when talking on the telephone.

1. Answer the telephone in a pleasant tone of voice. Say "Hello" and wait for the person who is calling to identify himself.
2. Be courteous.
3. Keep the conversation brief so as to not tie up the phone for others.
4. Avoid saying things that might be unkind to others.
5. When you answer a phone call for someone in your family who is not at home, ask if you may take a message and write the message accurately.
6. Wait for the person who called you to say "Good-bye" first.

1. Write **yes** in front of each remark that is suitable to use when talking on the telephone. Write the number of the rule from page 17 that the remark follows.

1. When you answer the telephone at your home which should you say?

_____ Hello.

_____ Who is this?

_____ What do you want?

2. When you answer the telephone at a home where you are baby-sitting, what should you say?

_____ Mrs. Jones is not in. May I
please take a message?

_____ Mrs. Jones is not home. Good-bye.

_____ Call back later.

3. If you are speaking to a boy who has asked to speak to your brother who is not in, what should you say?

_____ He's not here. Who is this?

_____ He's not here. He threw his ball
through the neighbor's window and
now he has to cut their grass all
summer to pay for it.

_____ I'm sorry but Bill is not here.
Should I have him call you when
he comes back?

4. Which of these remarks should you make in a telephone conversation with a friend?

_____ Get yourself a chair and a snack
because what I have to tell you
will take at least an hour.

_____ Did you hear what Tom said about
Lilly?

_____ I'm almost certain it was Dan who
stole your calculator.

_____ Did you hear that Dan won first
prize in high jump at the track-
meet?

5. You are replying to a lady who has called to speak to your mother. What should you say?

_____ Yes, she's here. What do you want?

_____ Mother's busy now. Good-bye.

_____ Yes. She is here. I'll call her.

_____ Mother's here but she can't come
to the phone just now. May I take
a message please?

Check your answers with those at the end of Lesson 18.

WRITING

Remembering what you learned last day about writing *ion*. words, copy the following sentence three times. Do a warm-up exercise of your choice.

The Grenfell organization today has four hospitals and more than a dozen nursing stations.

FOURTH DAY

READING

The Doctor of Labrador, pages 252-265

Did you find the language of the fishermen difficult to interpret?

_____ This variety of speech is common to people of the Labrador region. Do you think the language would have sounded as strange to Dr. Grenfell as it does to you and me? _____ Why?

The fishermen in this story used a form of speech or dialect peculiar to the area where they lived. The fishermen used special terminology or colloquialism.

Colloquialism is a style of speech used in everyday talk. You probably use colloquialisms in your conversations with your friends. Here are some common colloquial expressions.

It's a cinch.
Beat the band.

Here is a list of some of the terminology used in the story.

little run
dropping anchor
ice-locked harbour
huskies
ballicaters
crack-o-dawn
icepans
brindled dog
traces of the harness
oil skins
splicing
sish ice
carcasses
white toothed sea

Study the context in which the colloquialisms were used in the story and if necessary refer to the glossary or dictionary to help you interpret the meaning of each. Then complete the following exercises.

Fill in each blank with T or F to indicate if the statement is true or false.

1. A white toothed sea would likely be seen on a calm windless day. _____
2. Sish ice would be very wet and slushy. _____
3. A long rope can be made by splicing two shorter ropes together. _____
4. Pork comes from the carcass of a pig. _____
5. A brindled dog has hair of only one color. _____
6. You could expect to see boats moving freely in and out of an ice-locked-harbour. _____
7. A ballicater would be smooth and easy to skate on. _____
8. Traces for a dog team would likely be made of wood. _____
9. Icepans are utensils in which people from Labrador cook their food. _____
10. Oil skins are made from the hides of animals. _____
11. You would expect to see sailors dropping anchor when they begin a voyage. _____
12. A little run is a long sea voyage. _____
13. A husky is a small house dog with short hair. _____

Check your work with the answers given at the end of Lesson 18.

WORD SKILLS

More Latin and Greek Word Parts

Today we will learn more about Latin and Greek words and how they are used in the English language.

At the top of page 65 of the Think-and-Do Book are some Latin words and their meanings. In each statement at the bottom of the page is an italicized English word that is related to one of the Latin words. Write the number of the Latin word on the line below the statement. If the statement is true underline True. If the statement is false underline False.

The first one is done here for you.

A dolorous occasion is a sad one.

4

True

False

At the top of page 66 Think-and-Do Book are some Greek words and their meanings. Complete the exercise on this page according to the instructions given.



LANGUAGE

Using the Telephone

1. Before you begin today's exercise, review the rules on page 17, for good telephone manners. Then write a courteous reply that you would give each of the following telephone callers.

1. "Hello. This is Mrs. Grant. May I please speak to your mother?" (Your mother is not in but you expect her at five o'clock.)

2. "Hello. This is Mr. Crane calling. May I please speak to your father?" (Your father is at home but he is resting.)

3. "Hi, Alice. This is Betty. I just phoned to tell you that everyone thinks Billy is the one who stole the money from Miss Johnson's desk."

4. "Hello. Is this the Pizza Shop?" (This person has dialed your number by mistake.)

FIFTH DAY

READING

A Doctor of Labrador, pages 252-265

At the beginning of this week's lesson several questions were posed. You were to think of several questions as you read the story and worked through the exercises.

1. In a well thought out paragraph answer the following question.

How did the character traits - imagination, courage, and the will to survive - contribute to Dr. Grenfell's rescue on April 21, 1908? Your paragraph should be about one-half page in length. Write your rough copy in the space below. Proofread the paragraph, showing your corrections here.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Think of what you have learned about the kind of person Dr. Grenfell was and about the Grenfell Labrador Medical Mission which is still in operation today. Then write a paragraph of about one-half page in which you answer the following question:

In what way was Dr. Grenfell both a dreamer and a doer?

Write your rough copy here. Proofread your work. Show your corrections here.

[illegible]

SPELLING

As your supervisor says each word, write it in the space provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

If you have not done so, finish proofreading the paragraphs you wrote in the reading exercise. Then choose EITHER exercise 1, page 26 or exercise 2, page 27 and write your proofread paragraph here.

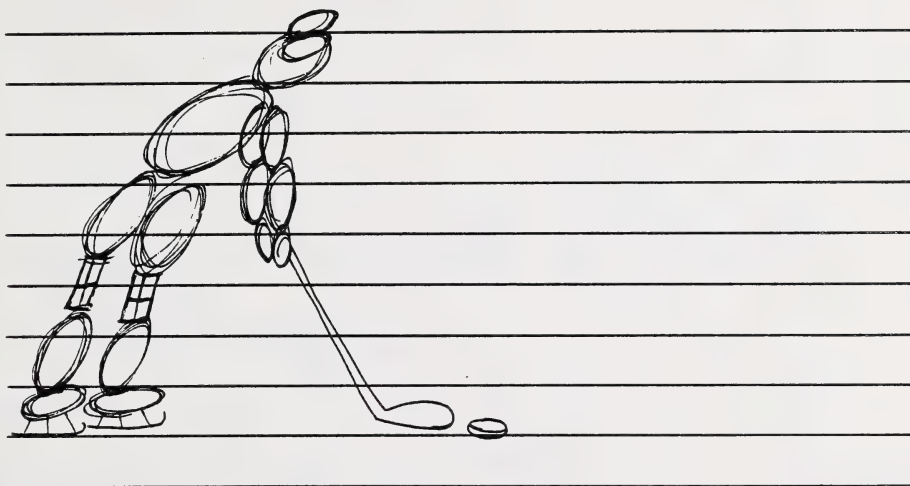
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SEND FOR CORRECTION

WRITING

Do your writing exercise on the ruled page which follows.

Loosen up by making this hockey player. Use ovals and push and pull.



Whether you play outdoor or indoor games I hope you are always a good sport. The following words tell what a good sport is. In your very best writing copy these words on the ruled page. Send your hockey player and your handwriting for me to see.

A good sport is one who

(a) obeys the rules of the game.

(b) abides by the umpire's decision.

(c) is a good loser.

(d) wins without boasting.

(e) cheers for the losing side too.

(f) does not make excuses for failures.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SELF-CORRECTING EXERCISES FOR LESSON 18

page 4

SPELLING

Lesson 18

1. Check the words with those given in the box on page 3.
2. decoration, education, population
3. onion, union
4. invasion
5. decorating
6. in/vā/zhān
7. I consider reading other people's mail an invasion of privacy.
8. connection relation
attention inspection

page 10, 11

- | | |
|---|--------------|
| 1. No | 12. Yes |
| 2. forceful | 13. Yes |
| 3. powerful | 14. Yes |
| 4. lands on water | 15. Yes |
| 5. water | 16. No |
| 6. 8 | 17. bigger |
| 7. 8 | 18. Yes |
| 8. octagon | 19. ill will |
| 9. It has 5 sides. | 20. Yes |
| 10. in water | 21. large |
| 11. waterskiing, water
polo, swimming,
diving | 22. No |

page 12

LANGUAGE

Lesson 18

1. Good morning, Mr. Hobbs.
How do you do, Miss Smith?
2. Hi, Betty.
Good morning, Jane.
Hello.
Hello, Ben.
3. Hello, Mrs. Brown. Please come in and sit down. I'll call
Mother. Hello, Billy. Come in. Would you like to have a game
of checkers?

4. Good-bye, Mrs. Hanson. Good-bye, Bob. Thank you for a good time at your party.
5. Wait here while I call my father (or mother).
6. Will you excuse me please, Mother? My baseball practice starts at noon.

page 18, 19

1. yes 1 Hello
 2. yes 5 Mrs. Jones is not in. May I please take a message.
 3. yes 5 I'm sorry but Bill is not here. Should I have him call you when he comes back.
 4. yes 4,3 Did you hear that Don won first prize in high jump at the track meet?
 5. yes 2 Yes, she is here. I'll call her.
- yes 2,5 Mother's here but she can't come to the phone just now. May I take a message, please.

page 22

- | | |
|------|---------------------------------------|
| 1. F | 8. F |
| 2. T | 9. F |
| 3. T | 10. They used to be but not any more. |
| 4. T | 11. F |
| 5. F | 12. F |
| 6. F | 13. F |
| 7. F | |

Lesson 18 pages to be SENT IN FOR CORRECTION

Reading	pages 1, 2, 8, 9, 27, and Think and Do page 64.
Language	pages 5, 6, 24, 25, 29
Writing	page 7
Spelling	pages 15, 28
Word Skills	page 23, and pages 65 and 66 Think and Do Book.

LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

Signature

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

The Singing Fiddle, pages 266-277



In our selection this week you will read of Donna Grescoe from Winnipeg, Manitoba, whose gift for music made her dreams come true. Donna's music brought joy to all who heard her performances.

1. Read the title and think about it for a moment. Then read the first three paragraphs with the title in mind.

What images passed through Donna's mind as her violin sang like a canary?

How do you think the elm tree on Lansdowne Avenue became part of the magic that made the fiddle sing?

Do you know what a genius is? The Gage Dictionary of Canadian English defines it in this way:

genius (jē nē əs) 1. very great natural power of mind. 2. a person having such power: *Einstein was a genius*. 3. a great natural ability: *A great actor has a genius for acting*.

Do you think nine-year-old Donna had the makings of a genius?
_____ Read the complete story before you form an opinion. As you read you will discover that the road to success is long and sometimes discouraging, even for someone who is very talented.

SPELLING

Words With Prefixes

Do you remember the name of the word part that is put *before* a root word to change its meaning? It is called a *prefix*.

Some common prefixes are:

<i>con</i>	<i>mis</i>
<i>re</i>	<i>ab</i>
<i>pro</i>	<i>sub</i>
<i>un</i>	

The prefix *con* is usually spelled *com* when it comes before *b, m, p* or *r*.

<i>con, com</i>	mean <i>with, together</i> or <i>very</i>
<i>re</i>	means <i>back</i> or <i>again</i>
<i>pro</i>	means <i>before, for, backward,</i> <i>or in place of</i>
<i>mis</i>	means <i>wrong</i>
<i>ab</i>	means <i>from</i> or <i>away</i>
<i>sub</i>	means <i>under</i> or <i>below</i>
<i>un</i>	opposite, <i>not</i>

Here are your spelling words for this week.

compare	record	provide
comfort	repair	produce
contest	prepare	misplace
content	preserve	absent
replace	protect	subject
unknown	unimportant	

Say each word aloud. Underline each prefix.

1. Write the four words that have *com* and *con* prefixes.

2. Add *un* to *important* and *known*.

3. Which five words have the *pre* and *pro* prefix?

4. Write the words that have the prefixes *ab* , *mis* and *sub* .
Circle the prefixes.

5. Check your work with the spelling words given on page 3.

6. Study all your spelling words.

LANGUAGE

Using The Correct Verb When Speaking Or Writing

In our language lesson this week we will look at some common verbs that are often used incorrectly. If you work carefully through each exercise you will soon master these sometimes troublesome words.

Using *Can* and *May*

The word *can* is used in *asking* or *telling* if a person is *able to do something*.

Mike *can* swim three lengths of the pool.

The word *may* is used in *giving permission* or in *asking permission*.

Mike *may* go swimming when he has finished his chores.

Complete the following sentences using *can* or *may* correctly.

1. Mother says that Laura and Minnie _____ stay up until ten o'clock.
2. At Coutts, Alberta you _____ see into Montana.
3. Husky dogs _____ pull heavy loads.
4. _____ I please borrow your eraser?
5. You _____ borrow it if I _____ find it.

Using *Leave* and *Let*

The word *leave* means *allow to remain*.

Leave the books on the table.

The word *leave* also means *go away*.

Lock the door before you *leave*.

The word *let* means *allow or permit*.

Please *let* me ride your bicycle.

I will *leave* it in the garage when I *leave*.

Complete the following sentences using *let* or *leave* correctly.

6. Please _____ me bake a cake today.
7. _____ the key under the doormat when you _____ for school.
8. Mike won't _____ anyone touch his toys so the other children _____ him alone.
9. Please _____ the pony alone. He won't _____ strange children ride him.
10. Will you _____ Ken go fishing with me? We would _____ early in the morning.

CHECK YOUR WORK ON Pages 5 and 6 WITH THE ANSWERS GIVEN AT THE END OF LESSON 19.

WRITING

Loosen up your arm by making one row of left and one row of right ovals.



Now write the following sentences. Notice that many of the words in the sentences are found in your spelling list for this week.

The small letter *p* can be written two ways. Use the letter form that you like best to write.

--p--p--

*Prepare to provide a program to
preserve and protect producers.*

*The doctor ordered his patient to
relax, recline and recover.*

SECOND DAY

READING

The Singing Fiddle, pages 266-277

1. The impression of Donna Grescoe the author wishes to give the reader, is best summed up on page 267 "_____ the pride of Winnipeg". Throughout the story the author mentions experiences and events which helped to make Donna the pride of Winnipeg. List three of these events in the order in which they happened.

1. _____

2. _____

3. _____

2. Do you think The Singing Fiddle is a good title for this selection? _____ Why do you think this?

3. Why could the people of Winnipeg take pride in Donna's rise to fame?

4. Give two examples of how Donna's family encouraged her to continue her violin studies.

5. Why is Arthur Benjamin's comment a fitting ending to the story?

WORD SKILLS

Using The Correct Word

Many words begin with the same *prefix* or end with the same *suffix* so we must be careful to choose the exact word that expresses what we want to say.

1. In each of the following sentences, the word in *italics* is used twice incorrectly and once correctly.

If a word is used correctly, place a check mark (✓) at the end of the sentence.

If a word is used incorrectly, write the correct word in the brackets.

1. 1. A large *auditorium* watched the school play.

(aud ience)

2. Pupils attended a meeting in the school *auditorium*.

(aud ✓)

3. Billy keeps his gold fish in an *auditorium*.

(aquar -ium)

2. 1. Tom *pretended* that he did not hear his mother calling him. (tended)

2. The bicycle was *pretended* to be a surprise for Becky's birthday. (tended)

3. The clothesline *pretended* from the house to the garage. (tended)

4. 1. Mother bought large *quantities* of food for the camping trip. (_____ities)
2. What *quantities* do you most admire in a teacher? (_____ities)
3. Mother participates in yoga, gymnastics, and other *quantities*. (_____ities)
5. 1. Two brothers went into *scholarship* to buy the store. (_____ship)
2. Good handwriting means the same as good *scholarship*. (_____ship)
3. My friend Eunice won a *scholarship* to attend the University of Alberta. (_____ship)

LANGUAGE

Using *Spoke, Spoken, Rode, Ridden, Froze, Frozen*

The verb forms, *rode, froze* and *spoke* are never used with helping words.

Alice *rode* her horse at the farm.

Mother *froze* peas in the refrigerator.

Father *spoke* gently to the frightened child.

The verb forms *ridden, frozen* and *spoken* are always used with helping words such as *have, has, had, was, were, is, are*.

Alice has *ridden* her horse four times.

Mother has *frozen* twenty packages of peas.

Father has *spoken* to the child's parents.

1. Complete each sentence correctly using *ride, rode* or *ridden*.

1. In the foothills of Alberta there are many horses that have never been _____.
2. Sometimes ranchers capture these mustangs and break them to _____.
3. Last year my uncle _____ a bucking horse in the rodeo.
4. He said it is the roughest horse he has ever _____.
5. He once _____ a Brahma bull but says he would rather _____ saddle broncs.
6. Have you ever _____ a horse?

2. Complete each sentence correctly using *speak, spoke or spoken*.

1. Sargeant Thomas was asked to _____ to the Grade Six class.
2. He _____ on traffic safety.
3. He has _____ to us several times.
4. Last time he _____ on riding bicycles safely.
5. By the end of June he will have _____ to most of the children in our school.

Fill in the blank with *freeze, froze or frozen*.

6. As soon as the lake _____ the children wanted to go skating.
7. Father wasn't sure the ice had _____ thick enough to skate on.
8. Tom dressed warmly because he had _____ his nose last winter.
9. Mike said, "I'm _____. Let's hurry home."
10. _____ vegetables taste almost the same as fresh vegetables.

Check your answers with the ones given at the end of Lesson 19.

THIRD DAY

READING

The Singing Fiddle, pages 266-277

Donna Grescoe's gift for music was influenced a great deal by the environment in which she was raised. Today we will look at some of these influences.

1. What does the Ukrainian expression "Do uspichu treba maty dowiria" mean in English? (Page 270)

2. How do you know that Donna had a warm and loving relationship with her grandmother?

3. What events in Grandmother's life lead you to believe that she had faith that her family would find success in Canada?

4. What disappointments marked Donna's early musical career?

5. How do you know that these happenings did not leave her discouraged and without faith?

6. What events in Donna's early career more than outweighed the setbacks?

7. Do you think the hardships she encountered along the way would make Donna feel more proud or less proud of her success?

_____ Tell why you think as you do.

8. Which paragraph best sums up the feeling that memories of her past life inspired her playing, and made her fiddle continue to sing? (paragraph _____ page _____)

SPELLING

Words With Prefixes

1. Write a sentence in which the word *content* is pronounced *kon'tent*.

2. Write a sentence in which the word *content* is pronounced *kan tent'*.

3. Write a sentence in which *produce* is pronounced *pro' dūs*.

4. Write a sentence in which *preserve* is a verb.

5. Write a sentence in which *preserve* is a noun.

6. Write sentences using each of the following words correctly.

record (record')

record (re'cord)

replace (re plās')

7. Trial Test: In the space below, write correctly your difficult words.

LANGUAGE

Using *Sit*, *Sat* and *Set*

To *sit* means to rest or take a seat. The parts of this verb are *sit*, *sat*, *sat*.

Please *sit* down.

Grandpa always *sat* in this chair.

I have *sat* here for an hour.

To *set* means to put or place something. The parts of this verb are *set*, *set* and *set*.

Set the food here.

I *set* the food there yesterday.

I have *set* the food there each day.

Fill in the blanks using *sit*, *sat* or *set* correctly.

1. When you ride on a train or bus, do you like to _____ by the window?
2. Do you _____ your suitcase in the rack overhead?
3. To build a railroad, steel rails are _____ on wooden crossties.
4. After the rails are _____ on the ties they are fastened with steel spikes.
5. If there is only one set of tracks, one train must _____ on the siding until the other goes by.
6. In early days the travelers _____ in drafty passenger cars heated by coal stoves.
7. Passengers who _____ by the windows sometimes got cinders in their eyes, from the smokestack.
8. Train travellers today _____ in comfortable passenger cars.

Using *Lie, Lay, Laid* and *Lain*

To *lie* means to *rest* or *recline*. The parts of this verb are *lie, lay* and *lain*.

Tony told Spot to *lie* down.

Spot *lay* down by the door.

He has *lain* there all evening.

He was *lying* there next morning.

To *lay* means to *place* or *put something*. The parts of this verb are *lay, laid* and *lain*.

Please *lay* your clothes on the chair.

Father *laid* his coat on the chair.

He has *laid* his hat beside it.

He was *laying* them there when I came home.

Fill in each blank using *lie, lay, lying, lain, laid* or *laying* correctly.

Do you sometimes _____ things down and not remember where you _____ them? After lunch I _____ my jacket on the grass while I raked leaves. When I had finished raking a pile I would _____ on top of it. Billy watched me _____ there and he _____ beside me. Then Ruff, our dog came and _____ on top of us. After we raked each pile we would _____ on it. Later Dad came and helped us burn all the leaves that were _____ around. When I went inside, I left my jacket where I had _____ it. It wasn't until bedtime that I remembered it. I dashed out with the flashlight. There was my jacket _____ right where I had _____ it.

● See answers at the end of Lesson 19.

WRITING

The words in your writing lesson today contain more prefixes found in your spelling words. Be especially careful in joining *o* to *m* or *n*. Make a nice smooth bridge. Keep the spaces even between your letters. To loosen up your arm, make a row of push pulls.



Write the following sentences.

Are you content with the contest rules?

Compare the contents of both containers.

The constable is in complete control.

For camping comfort camp at Comox.

FOURTH DAY

READING

The Singing Fiddle, pages 266-277

The language used throughout the selection extends the image suggested by the title. Here are some of the phrases used to describe the music which comes from Donna's fiddle.

- kept the melody dancing (pages 266)
- sad little warble (page 266)

1. Find other examples on the pages indicated. Write the descriptions in the spaces provided.

page 268 - _____

page 272 - _____

page 274 - _____

page 277 - _____

2. The quality of violin music depends not only on the skill of the violinist but on the violin itself. On page 67, Think-and-Do Book, we will read about some famous violin makers. After reading The Art of Violin Making, complete the exercise at the bottom of the page according to the instructions given.

WORD SKILLS

Suffixes - *hood* and *age*

1. Look at the following sentences.

1. My mother spent her childhood in Saskatchewan.
2. Many families live in our neighborhood.
3. There is little likelihood that Bill told a falsehood.

What suffix do each of the underlined words have in common? _____

To what word is the suffix added in each sentence?

1. _____ 2. _____ 3. _____

2. Rewrite each sentence in exercise 1 without using the underlined word?

Example:

1. When my mother was a child she lived in Saskatchewan.

2. _____

3. _____

3. Find the definition of the suffix *hood* in your glossary. Write it in the space provided below.

4. Look at the following sentences.

1. Mother used to buy clothes that shrink but now she buys nothing that is not guaranteed against shrinkage.
2. Because windshields often break when struck by gravel, Father insured his windshield against breakage.
3. Before Mother put her furs in storage she put a name tag on each piece she wanted to store.

What suffix do each of the underlined words above have in common? _____

5. From exercise 4, write the word from each sentence that is related to the underlined word.

1. _____
2. _____
3. _____

6. Write the definition your glossary gives for the suffix *age*.

7. Fill in each blank with one of the words listed.

boy boyhood boyish

1. During his _____ my Grandfather lived in Scotland.
2. He was the youngest _____ in his family.
3. The older children in his family often scolded him for his _____ ways.

post postal postage

4. The _____ service is run by the federal government.
5. I will _____ your letter on my way to work.
6. Are you sure the _____ will be twelve cents?

livelihood live living

7. In Alberta many people _____ off the land.
8. Many make a good _____ raising beef or dairy cattle.
9. Others depend on grain crops for their _____.

pack packing package

10. A surprise _____ will arrive on Saturday.
11. Tammy and Patricia will _____ it into the back yard.
12. Then they will remove it from the _____ crate.

Check your answer with the ones given at the end of Lesson 19.

LANGUAGE

Using *Broke* or *Broken*, *Chose* or *Chosen*

Never use *broke* or *chose* with helping words.

Use *chosen* and *broken* with helping words such as *have*, *has*, *had*, *is*, *are*, *was* and *were*.

Here are some examples of how to use *chose* *broke*, *broken*, *choose* and *chosen*.

The burglar had *broken* the window. He had *chosen* a dark night for his dark deed.

The burglar *broke* the window. He *chose* a dark night for his dark deed. Did you think he would *choose* daylight?

1. Fill in the blanks using *broke*, *broken*, or *break*.

Mother was unhappy because her favorite tea pot was _____ . She thought one of the children _____ it. She asked each child but no one had seen anyone _____ it. She could not guess how it had been _____. Our cat was the culprit. He had _____ the cup when he jumped onto the table.

2. Fill in each blank using *choose*, *choosing*, *chose* or *chosen*.

Today we were _____ players for our volleyball team. Pat was _____ first. Chris _____ him. Jackie would have _____ him but Chris was allowed to _____ first. Chris had _____ four other children before _____ me. I'm glad I was _____ by Chris instead of Jackie because Chris _____ more good players.

Using *Teach* and *Learn*

To *teach* means to help someone learn.
The parts of this verb are *teach*, *taught* and *taught*.

Our scout leader will *teach* us to row the boat.

Last year he *taught* us to swim.

He has *taught* us many things.

To *learn* means to find out how to do something. The parts of this verb are *learn*, *learned*, *learned*.

I want to *learn* to row a boat.

Last year I *learned* to swim.

We have *learned* many things from our scout leader.

Fill in each blank space using *teach*, *learn*, or *taught*.

1. Wild animals _____ their young many useful things.
2. The young animals must _____ quickly if they are to survive.
3. Baby robins must _____ to fly.
4. Baby coyotes are _____ to hunt.
5. Have you ever watched a new born calf or colt _____ to stand?
6. Have you ever _____ a calf to drink milk from a pail?

Check your answers with the ones given at the end of Lesson 19.

FIFTH DAY

READING

The Singing Fiddle, pages 266-277

On page 69 Think-and-Do Book you will find information about two well-known Canadian performers, Ian Tyson and Gordon Lightfoot. Read the two biographies. Then, using them as examples, write a similar biographical note for Donna Grescoe. Use the information given in The Singing Fiddle. Jot down your rough copy in the space provided in the Think-and-Do Book. (Do not send me your rough copy.) Write your proofread copy in the space provided below and send it for me to see.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SEND FOR CORRECTION

SPELLING

As your supervisor says each word write it in the space provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

Checking Up

Show your teacher how well you have mastered the use of the verbs presented in this language lesson, by completing the following exercises.

1. Write sentences using each of these words correctly.

froze _____

ridden _____

may _____

leave _____

lain _____

laid _____

sat _____

set _____

choose _____

chosen _____

teach _____

learn _____

WRITING

For your writing lesson today make up a sentence of your own using as many words as you can that begin with *un*. Be sure to slant each stroke the same way.

Write your own sentence twice in the space below. Then check the *un* words for slant.

[illegible]

Circle the word that you think applies to your writing.

My slant is poor fair good very good

SELF-CORRECTING EXERCISES FOR LESSON 19

page 1

READING

Lesson 19

1. Her images were of a canary soaring in the spring sunlight over the prairie around Winnipeg.

The elm tree was in the yard of the house in which Donna and her family lived.

page 4

1. compare comfort
 contest content
2. unimportant unknown
3. prepare, preserve, protest, provide, produce
4. absent, misplace, subject

page 5

LANGUAGE

Lesson 19

1. may
2. can
3. can
4. May
5. may, can

page 6

6. let
7. Leave, leave
8. let, leave
9. leave, let
10. let, leave

page 12

page 13

- | | |
|---------------|--------------|
| 1. (1) ridden | 2. (1) speak |
| (2) ride | (2) spoke |
| (3) rode | (3) spoken |
| (4) ridden | (4) spoke |
| (5) rode | (5) spoken |
| (6) ride | (6) froze |
| (7) ridden | (7) frozen |
| | (8) frozen |
| | (9) frozen |
| | (10) frozen |

page 18

LANGUAGE

Lesson 19

1. sit
2. set
3. set
4. set
5. sit
6. sat
7. sat
8. sit

page 19

lay, have laid, lay, lie, lying
lay, lay, lie, lying, laid, lying
laid

page 22

WORD SKILLS

Lesson 19

1. hood
(1) child (2) neighbor (3) likely, false
2. (2) We have many neighbors.
(3) It is not like Bill to tell a lie.
3. - a state or a condition of being
- a character or nature of
- a group or body of

page 23

page 19

4. suffix - age
5. (1) shrink (2) break (3) store
6. act of - breakage
collection of - baggage
condition of or rank of } - peerage
cost of - postage
home of - orphanage

page 24

- | | | |
|---------------|-----------|---------------|
| 7. 1. boyhood | 2. boy | 3. boyish |
| 4. postal | 5. post | 6. postage |
| 7. live | 8. living | 9. livelihood |
| 10. package | 11. pack | 12. packing |

page 25

1. broken, broke, break, broken, broken
2. choosing, chosen, chose, chosen, choose, chosen
choosing, chosen, chose

page 26

- | | | | |
|----------|-----------|----------|-----------|
| 1. teach | 2. learn | 3. learn | 4. taught |
| 5. learn | 6. taught | | |

Lesson 19 pages to be SENT FOR CORRECTION

Reading	pages 8,9, 14, 15, 21, 17, and Think and Do page 67
Word Skills	pages 10, 11
Spelling	pages 16, 17, 28
Writing	pages 20, 31
Language	pages 29, 30

LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

For Student Use

(If label is missing
or incorrect)

File Number: _____

Lesson Number: _____

Date Lesson Submitted: _____

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received: _____

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

A Fighter for the Bunkhouse Men, pages 278-292

Read the title of this week's selection. Look at the word *bunkhouse*. What do you think it means? Write your meaning here.

Now write the definition your dictionary gives for *bunkhouse*.

You will find the name of the fighter in the first line of the story. Read all of the story. Decide why you think the bunkhouse men needed someone to fight for them and how Edmund Bradwin met this challenge.

SPELLING

Verbs Ending With Silent *e*

Each of the words in your spelling list this week is a verb.
Each word ends with silent *e*.

When we make *ing* verbs from these words we drop the silent *e* before adding *ing*.

Study the picture above and then think how you would make *ing* verbs from each of your spelling words.

Here are your spelling words for this week.

shake	salute	weave
paste	improve	dine
waste	introduce	tease
taste	secure	slice
squeeze	include	grease
practice	celebrate	

Take a trial test to see how many words you can spell correctly.

1. Write the words that you had difficulty spelling in the trial test.

2. Write each spelling word as an *ing* verb.

3. Write *secure*, *celebrate* and *improve* as nouns by adding one of these suffixes to each.

tion *ment* *ity*

--	--	--

LANGUAGE

Writing Stories

When we write a report the purpose is to give information. When we write a story the purpose is to entertain the people who will be reading it.

A good story has something interesting, surprising or exciting in it. Usually the ending of a story is more exciting than the beginning because the story builds up to the excitement or surprise that comes at or near the end. This exciting part is called the climax.

A report is usually as interesting in one part as the other. It does not usually lead up to a surprise or anything exciting. Its purpose is to give information.

This is what Kevin, a Grade Six student wrote.

My Record Pike

Every time I think of that lazy summer day I get a thrill. I had rowed out to the middle of Lake Isle to spend a quiet afternoon at my favorite sport — fishing.

The afternoon passed dreamily as I dozed in the hot sun. Without realizing it I had drifted into a patch of weeds. What a mess! My line was tangled in the weeds and in my reel.

As I worked to free the line I felt a tug at the other end. I grasped my fishing rod and pulled with all my might. Suddenly the line went slack. Just when I thought my quarry had broken free, an enormous pike hurled itself from the water and landed right in the boat.

Quickly I rowed home with the fish flopping and wriggling beside me. What a thrill when Dad put it on the scale. It weighed twenty-five pounds! Mom took a picture of me and my fish which I proudly display for all to see; proof-positive that this is no fish story!

1. Did Kevin write a story or a report? _____ How can you tell?

Henrietta wrote this.

NORTHERN PIKE

Northern Pike are the most abundant and widely distributed of the province's warmwater gamefish. They occur in streams, lakes, and reservoirs throughout the prairies and forested regions, but rarely in mountain waters. Undoubtedly Alberta anglers take more pike than any other species because of the accessibility of pike waters and the relative ease with which this fish can be caught. There is a growing interest in trophy-sized pike and a considerable number between 20 and 35 pounds have been reported in recent years. Seibert Lake, near Lac la Biche, has been famous over the years for its large pike with 15 - 25 pounders commonly being taken.

2. Did Henrietta write a story or a report? _____ How can you tell?

3. Where should the climax come in a story? _____
Write the sentence which best tells the climax of Kevin's story.

4. At the beginning of a good story there should be a hint of what the reader can expect to happen. Does Kevin's story have this hint? _____ What is the first sentence that makes you think that Kevin has caught a fish?

If you enjoy writing stories you may wish to make a booklet of the stories that you write. The stories may be real or make believe. If you would like to, you may send them along with your final lesson. Your teacher will enjoy reading them.

WRITING

What is the weather like where you live? If you are in Alberta perhaps winter is nearly over and spring is coming. Here is a poem about spring that I hope you will enjoy reading.

Spring

The last snow is going,
Brooks are overflowing,
And a sunny wind is blowing
Swiftly along.

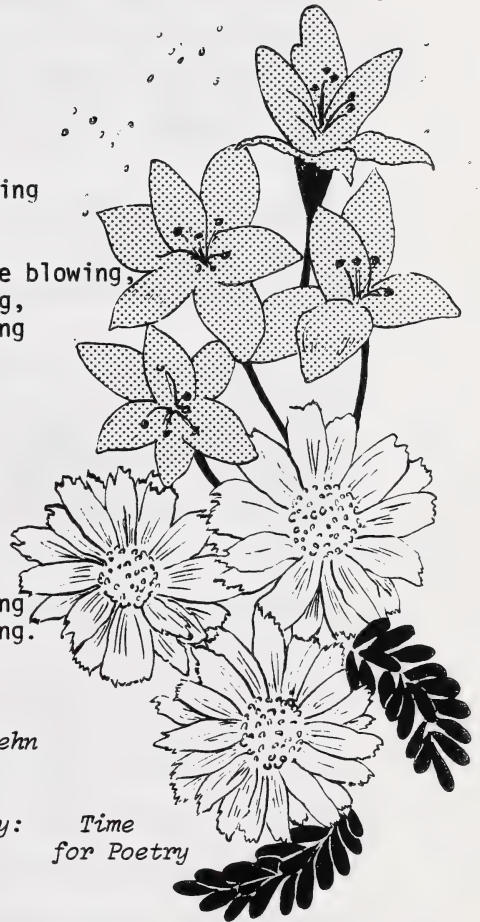
Through the sky birds are blowing,
On earth green is showing,
You can feel earth growing
So quiet and strong.

A sunny wind is blowing,
Farmer's busy sowing,
Apple trees are snowing,
And shadows grow long.

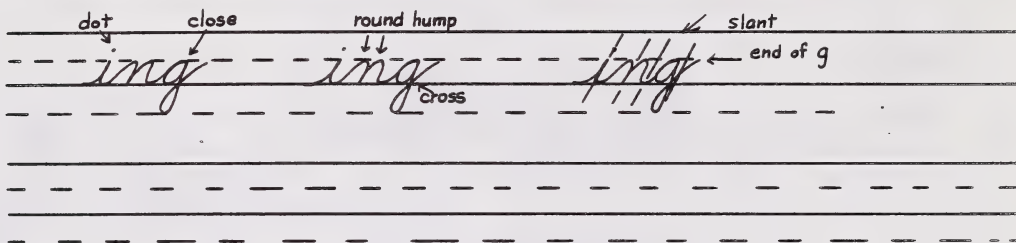
Now the wind is slowing,
Cows begin lowing,
Evening clouds are glowing
And dusk is full of song.

Harry Behn

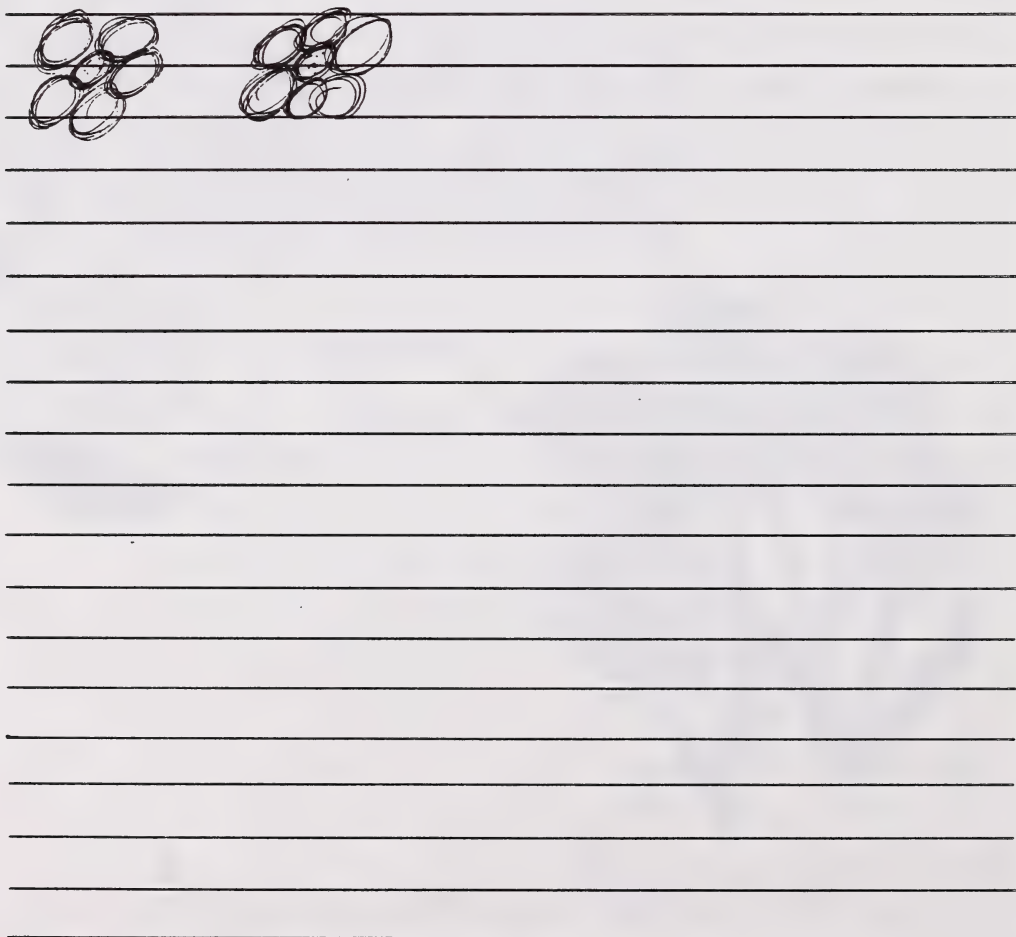
Courtesy: Time
for Poetry



For your writing lesson today copy the first two verses of the poem, "Spring". Take special care in writing the *ing* words. Be sure to dot the letter *i* and do not give it a loop. Keep the humps round on the *n*. The downstroke on the *g* goes half way to the next lower line. The loop should cross on the base line. The end of *g* should be the same height as the other short letters.



For your warm up exercise make a row of spring flowers.



SECOND DAY

READING

A Fighter for the Bunkhouse Men, pages 278-292

I hope you enjoyed reading this selection. If you are not certain of the events in the story, skim the story quickly. Then answer the following questions.

1. Do you think the title is appropriate for this story? _____

2. What were some of the conditions Edmund Bradwin was fighting to improve?

3. How did you feel when you read the description of the bush camps given on pages 278 and 279?

4. What was your first impression of Edmund Bradwin?

5. What impression do you have of him after reading the entire selection?

6. How did the conversation between Reverend Fitzpatrick and Bradwin show that Bradwin felt compassion for the men in the bush camps?

7. Why do you suppose the foreman reacted to Bradwin as he did at first?

8. Write the paragraph from page 287 which tells us that the foreman's attitude toward Bradwin had changed.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

WORD SKILLS

More Words With Latin Origins

Look at the following sentences.

Geometry helped Bradwin develop a keen *mind*.
He was intrigued by the *mental* process of
mathematics.

Do you think the words *mind* and *mental* are related in meaning?

_____ Many words in English are related in meaning even though they do not look or sound alike. The reason *mind* and *mental* do not look or sound alike is that they come from different languages. *Mind* comes from the Old English. *Mental* is borrowed from Latin. Did you know that more than half the words in the English language can be traced back to Latin?

Look at the following list of Latin words and their English equivalents.

Latin	English
<i>pater</i> (pä'ter)	father
<i>mater</i> (mä'ter)	mother
<i>canis</i> (kä'nis)	dog
<i>oculus</i> (ô'kü lus)	eye
<i>vita</i> (wē'tä)	life
<i>digitus</i> (di'gi tūs)	finger
<i>tactus</i> (täk'tūs)	touch
<i>visus</i> (wē'sūs)	sight
<i>terra</i> (ter'rä)	land
<i>mare</i> (mä're)	sea
<i>urbs</i> (ürps)	city

Answer the following questions by referring to the above word lists. If you are still unsure of the meaning of a word refer to your dictionary.

1. Are your maternal grandparents the parents of your mother or of your father?

2. Who are your paternal grandparents?

3. Are canines dogs or cats? _____
4. Does an oculist examine your teeth? _____ What does he examine?

5. Why is the heart called a vital organ?

6. If you lost a digit from your hand what would you lose?

7. If hikers cross rough terrain do they cross land or water?

8. Which is a terrestrial animal, a walrus or a horse? _____
9. Are marine animals found on land or sea? _____
10. Which is a maritime city: Edmonton or Vancouver?

CHECK YOUR WORK WITH THE ANSWERS GIVEN AT THE END OF LESSON 20.

LANGUAGE

Choosing Titles, Beginnings and Endings for Stories

Always choose a title that will make people want to read your story.

1. Which of the following are good titles? Draw a line under the ones that make you want to read the story.

Spooks in Our Attic
A Kindergarten Story
Chased by an Angry Bull
The Story of Porridge
A Midnight Caller
The Strangest U.F.O. of All
A School Day
The Haunted House

The beginning sentence should always tell something interesting that is important to the story. It should arouse interest by making the reader wonder what is going to happen.

2. Put a star beside each sentence that you think is a good beginning sentence.

It was growing dark as I started down the narrow path through the forest.

This story is good.

The noise was so loud I thought a bomb must have exploded.

I am going to tell you a story.

"If, within a week you can teach that pony to pull a cart, you may keep him," said Father when he saw the Shetland pony I had won.

The rafters creaked as we climbed through the trap door into the dark musty hay loft.

My mother told me this.

When my little brother has nothing to do he often plays tricks on me.

Every story needs an exciting climax and a lively ending. Do not drag your story on after the exciting part has been told.

Complete each of the following stories by writing the climax and ending.

3. "What's that strange noise?" stammered Bill as the boys huddled in the corner of the deserted cabin. "Do you believe in ghosts?"

4. "We'll soon have enough potatoes for dinner," said Jill. As she dug the spade deep into the soft earth, it struck something hard.

"It looks like the top of an old trunk!" exclaimed Bernice. "What do you suppose is in it?"

THIRD DAY

READING

A Fighter for the Bunkhouse Men, pages 278-292

Look at the picture on page 291 and scan page 290.

1. Do you think Brad was justified in fighting with Gus? Give reasons for your opinion.

2. How was Brad able to justify the fight to himself?

3. You will learn more about Frontier College by reading pages 70 and 71 of your Think-and-Do Book. As you read try to remember the important details. Then complete the exercises on page 71.



DO THIS NOW

SPELLING

Verbs Ending With Silent *e*

1. Think of three words other than those found in your spelling list that end in silent *e*. Write them in the space below.

2. Write the *ing* forms of the verbs these pictures suggest.



3. Write what you would say to introduce your grandmother and your friend. (If you have forgotten how to make an introduction refer to Language, Lesson 1.)

4. Write *tease*. Write new words by changing *t* to *pl*, *dis*, and *gr*.

LANGUAGE

How Can We Make Our Stories More Interesting?

Two Grade Six students wrote similar stories but they wrote them in very different ways. They also chose different titles.

A Space Tragedy that Wasn't - by Sarah Jones

Uncle Bill works at Cape Canaveral. He told Mike and Jim that he flew a rocket to Mars and back last week. The boys didn't quite believe him. Then Uncle Bill said that while he was on Mars he was attacked by tiny green men who tied him up and stole the spark plug from his rocket. Jim was excited. He asked what the Martians did next. Uncle Bill said that they killed him.

Uncle Bill's Story - by Todd Ames

Uncle Bill told Jim and Mike about an adventure he really didn't have.

"Boys," he told them, "last week I flew a rocket to Mars and back."

"You're fooling us," said Mike. "You're not an astronaut."

"Yes, I am," replied Uncle Bill.

"You really flew all the way to Mars?" questioned Jim.

"I did," confirmed Uncle Bill, "and just as I landed I was attacked by a swarm of tiny green men who tied me up and stole the spark plug from my rocket."

"What happened then?" asked Jim excitedly.

"The Martians killed me," whispered Uncle Bill.

1. Whose story do you like better? _____

2. Why? _____

3. Which title do you think is best? _____

When a person tells what another person said but does not quote him exactly we say he is using *indirect quotation*.

When a person writes the exact words that another person has said, these words are enclosed in quotation marks. This is called *direct quotation*.

4. Which student used indirect quotation?

5. Which student used direct quotation to make the story more interesting?

Did you notice that in Todd's story a new paragraph is used each time there is a change of speaker. This helps the reader to keep from becoming confused about who is talking.

Tomorrow you will be writing a story of your own. I hope you will make your story lively and interesting by using direct quotation.

6. To prepare yourself for writing your story place punctuation marks and quotation marks where they are needed in the following sentences.

Lunch is ready Tom called Mother.

I'll come as soon as I finish this chapter said Tom
continuing to read

What asked Mother can be taking that boy so long

I'm sorry I kept you waiting said Tom as he rushed
into the kitchen I thought Six Million Dollar man would
never catch the villain

If you had difficulty with the above exercise you may refer to
Lesson 5, Second Day.

WRITING

Copy the last two verses of the poem "Spring" on the lines below. Watch for slant and spacing and write the *ing* words according to the instructions given last day.

[illegible]

FOURTH DAY

READING

A Fighter for the Bunkhouse Men, pages 278-292

1. Tell in your own words why you think that Edmund Bradwin was both a dreamer and a doer.

2. On pages 72 and 73 of Think-and-Do Book you will read about several well-known people and the difficulties they had to overcome before achieving success. As you read each article pay close attention to the characteristics of each person and the problems that he faced. Then complete the exercise at the bottom of page 73 according to the instructions given.



WORD SKILLS

Understanding the Meaning of Words from Your Reader

1. How well do you understand the meaning of words used in the story A Fighter for the Bunkhouse Men? Find out by completing the following exercise. If you are in doubt about the meaning of an italicized word, refer to your dictionary or glossary.

1. If you were *isolated* on an island would you probably have others with you? _____

2. Write the meaning of *isolation* that you find in your dictionary.

3. Does a *volunteer* offer his services? _____

4. What does it mean to say that an athlete has *sinewy* muscles?

5. If a person has your *interests at heart* would he be likely to harm you? _____ Why?

6. Is a *muskeg* a kind of small barrel? _____ What is it?

7. Would you describe a fat person as *raw-boned*?

8. Would you find *double decker bunk* beds on a ship's deck? _____
9. If a person is a *greenhorn* does he know his job well?

10. Is a *belligerent* person fond of fighting? _____
11. What does it mean to say that news travels by *grapevine*?

12. Would a person with a poor appetite eat *ravenously*?

13. What does it mean to eat *ravenously*?

LANGUAGE

Planning Your Story

Think of something that you would like to write a story about. It may be something funny, frightening or embarrassing that has happened to you or to someone you know.

Here are some questions to think about when deciding what you will write.

1. What silly thing have I done?
2. Has a friend ever played a trick on me?
3. Have I ever had a very big surprise?
4. What funny thing has happened to me or to one of my friends?
5. What interesting thing happened to my father, mother, grandfather or grandmother when they were young?

If you cannot think of a story of your own, write a story that you have heard before. However, you must be sure to write the story in your own way.

When you have decided what you will write about, use the following guide to help you.

- Tell enough to make your story interesting to read and easy to understand.
- Think of a good beginning sentence. It should be part of the story and should make the reader wonder what is going to happen.
- Tell things in the order in which they happened.
- Use direct quotation when possible.
- Remember to use plenty of colorful adjectives and adverbs.
- Be sure to put the surprise or exciting part near the end of your story.
- Choose a title that will make people want to read your story. (Choose the title last of all.)

Write your story on a sheet of paper. After it is polished and proofread, copy it in the space below.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

FIFTH DAY

READING

The Basket of Eggs, pages 293-309

Have you ever heard the expression "Don't put all you eggs in one basket"? _____ Do you know what it means? _____ Usually when people say this they are cautioning us not to spend all our money on one thing.

The story we will read today is about a ship builder who has put all his money into building a very large sailing ship, and the problems he faces when he is unable to pick up a cargo.

Look at the portrait of W.D. Lawrence on page 293 and read the introduction which is in italics. On the line below tell what the owner named his "basket of eggs".

On the map on page 75 of the Think-and-Do Book locate the places mentioned in the introductory paragraph on page 294.

Read all of the story. Below is a list of nautical terms and their meanings which you will want to refer to as you read.

navigation - the art or science of finding a ship's position or course

nautical - having to do with ships, sailors or navigation

maiden voyage - the first voyage made by a ship

helmsman - a man who steers a ship

yacht - a sail boat used for pleasure trips

dry dock - a dock from which the water can be pumped so repairs can be made to ships

cargo - the load of freight carried by a ship

hold - the lowest part of a ship's interior, and the part which carries the cargo

deck - one of the floors or platforms extending around a ship

rigging - the ropes, chains and other equipment used to support and work the masts or sails of a ship; sometimes called tackle

sluice - to flush or cleanse by pouring water over

charter - a written grant given to companies to do a certain kind of business

poop - a deck at the stern or rear part of a ship

sou'wester - 1. a wind or storm from the southwest 2. a waterproof hat having a broad brim at the back to keep water from going down the neck

swells - long unbroken waves

knot - unit of speed used on ships. One knot equals 1856.8 m

log - a book in which a daily record of a ship's voyage is kept

mate - the officer of a ship next in command after the captain

bunker - a bin for holding coal on a ship

spar - a stout pole used to extend or support the sails of a ship

ballast - something heavy carried in a ship to steady it

barnacle - a tiny shelled animal that attaches itself to rocks, wharfs or the bottoms of ships

crew - the men needed to do the work on a ship

guano - manure of sea birds which is used for fertilizer

How good a sailor are you? Put a star beside each word whose definition you knew before reading it here. Do not send for correction as you will need to refer to this list in next week's reading lesson.

SPELLING

As your supervisor says each word write it in the space provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

What's Going On Here?



Have you ever heard the expression, "Every picture tells a story"?

Using what you have learned in this week's lesson, write the story that comes to your mind when you look at the picture above. If you wish, you may pretend that you are one of the people in the picture.

Copy your proofread story in the space provided.

Lined writing area consisting of 20 horizontal lines.

WRITING

For your writing lesson today practice writing your name and address. If you know your postal code be sure to include it.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SELF-CORRECTING EXERCISES FOR LESSON 20

FIRST DAY

page 1

READING

Lesson 20

bunk -a bed. A bunkhouse is probably a house
where workers sleep.

bunkhouse -a building equipped with bunks for sleeping

page 3

SPELLING

Lesson 20

- | | | |
|------------|-------------|----------|
| 2. shaking | saluting | weaving |
| pasting | improving | dining |
| wasting | introducing | teasing |
| tasting | securing | slicing |
| squeezing | including | greasing |
| practicing | celebrating | |

3. security improvement celebration

page 5

READING

Lesson 20

1. a story
The report has an exciting and suprising part (a climax).
2. a report
It is as interesting in one part as the other. There is
no exciting part.
It gives exact information.

page 6

Lesson 20

3. near the end
You could write -
It weighed 25 pounds.
or
An enormous pike hurled itself from the water and
landed in my boat.

4. I felt a tug at the other end.

page 11

WORD SKILLS

Lesson 20

1. They are your mother's parents. (mater - mother)
2. They are your father's parents. (pater - father)

page 12

3. dogs
4. no He examines your eyes.

5. The heart is called a vital organ because we cannot live without it. (vita - means life)
6. You would lose a finger. (digitus - meaning finger)
7. They cross rough land. (terra - means land)
8. A horse is a terrestrial animal.
9. sea
10. Vancouver is a maritime city.

Lesson 20 pages to be SENT IN FOR CORRECTION

Reading	pages 1, 9, 10, 15, 21, and Think and Do pages 71, 73
Language	pages 13, 14, 18, 19, 25, 30, 31
Spelling	pages 16, 29
Writing	page 32
Word Skills	pages 22, 23

LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

For Student Use

(If label is missing
or incorrect)

File Number: _____

Lesson Number: _____

Date Lesson Submitted: _____

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received: _____

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

The Basket of Eggs, page 293-308



In last day's lesson you read the story of a remarkable ship builder, W. D. Lawrence; and the adventures he encountered when he took his ship on her maiden voyage.

1. Scan the story again and then answer the following questions.

1. Do you think that putting all his eggs in one basket was dangerous for W. D. Lawrence? _____ Give reasons for your answer.

2. Do you think this paid off for him in the end? _____
In what way did it pay off?

SEND FOR CORRECTION

3. What facts in the story lead you to believe that W. D. had a keen mind for business?

4. Find an example in the story of W. D.'s ability to get the most good out of a situation.

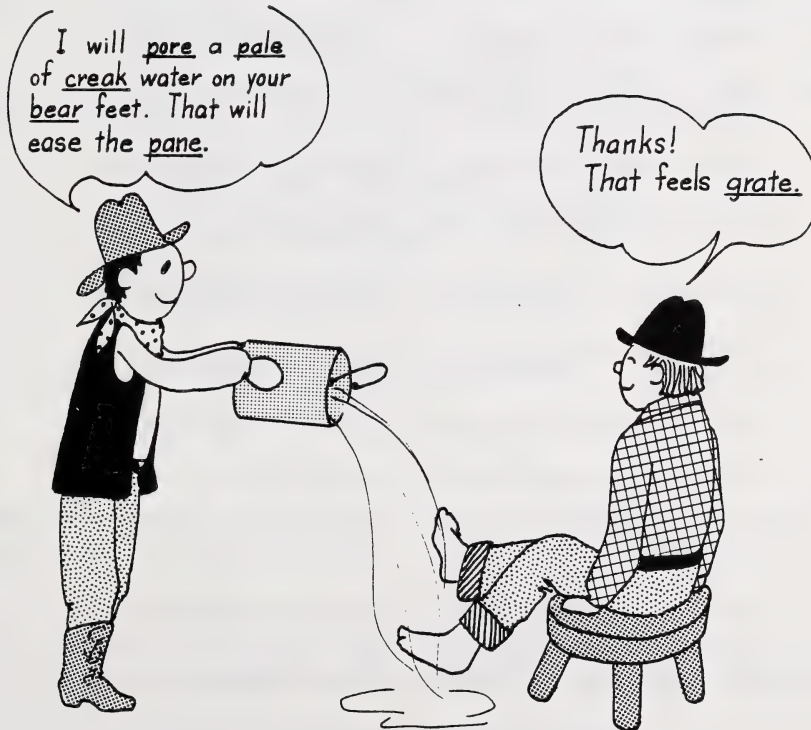
5. Give an example of W. D.'s perseverance in carrying out his plans.

SPELLING

Homonyms

In an earlier lesson, you learned that *homonyms* are words which *sound alike* but have *different spellings* and *meanings*. As you read each spelling word think of the meaning and spelling of its homonym.

principal	pail	theirs
stake	steal	sense
peace	sore	weak
break	pain	great
pour	bare	creak
forth	dye	



The homonyms for the words in this week's spelling list are principle, steak, piece, brake, pore, fourth, pale, steel, soar, pane, bear, die, there's, cents, week, grate, creek.

Check your work with the answers given on page 6.

LANGUAGE

Using the Correct Pronoun in Writing Stories

In Lesson 3 you studied pronouns. You learned that a pronoun is a word that takes the place of a noun.

Some common pronouns are:

I, me	he, him	she, her	it
you	we, us	they, them	
who, whom	this, that	these, those	

Sometimes boys and girls have trouble deciding which pronoun to use when the pronoun is part of the subject. They use *me*, *him* or *her* when they should use *I*, *he* or *she*. Perhaps you have heard someone say Billy and *me* are going, when they should say Billy and *I* are going. Or they say *Me* and *him* can do it, when they should say *He* and *I* can do it.

Here are some sentences in which the pronouns *I*, *she* and *he* are used correctly.

Mildred and *I* are busy.

She and *I* work hard.

He and Ellen came home late.

Tammy and *I* have new shirts.

She and *I* live near Borden Park.

Here are some sentences in which *me*, *her* and *him* are used correctly.

Jonathan went with *me*.

Alice played with Leona and *me*.

The cookies were for Sandra *her*.

The bus came for Eric and *him*.

Check your work on page 4 using these answers.

1. Spelling word

Homonym

principal
stake
peace
break
pour
forth
pail
steal
sore
pain
bare
dye
theirs
sense
weak
great
creak

principle
steak
piece
brake
pore
fourth
pale
steel
soar
pane
bear
die
there's
scents, cents
week
grate
creek

2. Homonyms to use in place of the underlined words in the cowboys' conversation, page 3.

pour
pail
creek
bare
pain
great

It is correct to use *I*, *he* and *she* as parts of a subject. It is not correct to use *me*, *him* and *her* as parts of a subject.

Use the pronouns *me*, *him* and *her* after such words as *between*, *by*, *for*, *from*, *into*, *on*, *to* or *with*. Do not use *I*, *he* or *she*.

Here is an easy way for you to decide whether to use *I* or *me* *he* or *him* and *she* or *her* when writing a sentence.

To help you decide whether to use *I* or *me* in a sentence in which you speak of another person and yourself, think which word you would use if you spoke of *yourself* only.

Read this incorrect sentence.

Julia and me went to the library.

Think how you would say the sentence if you spoke of yourself only. You would say:

I went to the library.

Then the correct sentence is:

Julia and I went to the library.

Read this incorrect sentence.

Aunt Helen took *Bernice and I* to the Shopping center.

Think of Aunt Helen taking you only. You would say:

Aunt Helen took *me* to the shopping center.

The correct sentence is:

Aunt Helen took *Bernice and me* to the shopping center.

You can use the same test to decide whether to use *she* or *her* and *he* or *him*.

Read these sentences.

Mother and her went shopping.

This is not correct because you would not say:

Her went shopping.

You would say:

She went shopping. or

Mother and she went shopping.

• • •

Dad and him went fishing.

This is not correct because you would not say:

Him went fishing.

You would say:

He went fishing. or

Dad and he went fishing.

1. Choose the correct pronoun in parenthesis to complete each of the following sentences.

1. Edna and _____ are here. (I, me)
2. He and _____ did the work. (I, me)
3. This is a secret between you and _____. (I, me)
4. Will you get the tennis ball for Jerry and _____? (I, me)
5. I saw Betty and _____ at the theatre. (he, him)
6. Daniel and _____ fed the horses. (he, him)
7. We rode home with _____ and Dick. (he, him)

CHECK YOUR WORK WITH THE ANSWERS AT THE END OF LESSON 21.



8. _____ and I were caught in rush hour traffic. (he, him)
9. _____ and I went hiking at Jasper. (she, her)
10. Mother saw _____ and me on the bus. (she, her)
11. Sally and _____ visited their teacher in the hospital.
(she, her)
12. The children walked between _____ and me. (she, her)

2. Circle the correct pronoun.

Charlotte came with Ben to the skating rink. (She, her)
and Ben helped (I, me) put on my skates. Ben skated
between (she, her) and (I, me). Then Charlotte wanted to
show how well (she, her) could skate backward. She fell
in front of (he, him) and (I, me).

WRITING

You should try to write in a certain rhythm; not with jerky motions. The following song and exercise will help you develop writing rhythm.

If you do not know this song, learn it so that you can make a sailing boat as you say or sing it.

Row, row, row your boat
So gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.

As you say or sing, "Row, row, row your boat, So gently down the stream," make the boat part.



As you say or sing, "Merrily, merrily, merrily, merrily," make an oval for the inside of the boat.



As you say or sing, "Life is but a dream," make the mast and sail.



On the following page do this exercise a number of times, singing or saying the verse. At the bottom of the page copy the verse.

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.

SECOND DAY

READING

The Basket of Eggs, pages 293-309

1. Think about the story The Basket of Eggs. W. D. Lawrence was an outstanding person. List three character traits which helped to make W. D. an outstanding person.

2. What advice do you think he would have given a young person starting out on a career?

3. What did his zest for life mean to his daughter and grandchildren?

4. Is there any indication in the story that W. D. was ever doubtful about the outcome of his plans?

5. Tell one way in which W. D. maintained the confidence of those around him.

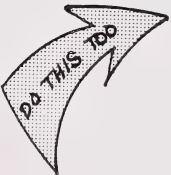
6. On the map on page 75 Think-and-Do Book, make an × to show where the W. D. Lawrence began her maiden voyage. Make a small circle on the map where the ship waited a year for her cargo.

Mark a T on the map where the Lawrence delivered a cargo of timber.

Mark C where the Lawrence delivered a cargo of coal.

7. How did W. D. Lawrence spend his time while he awaited the decision of the law courts in France?

8. Complete page 76 Think-and-Do Book by following the instructions given at the top of the page.



WORD SKILLS

Humorous Homonyms

In each of the following sentences there is a homonym that is used incorrectly. There is at least one other word in each sentence that will give you a clue to the incorrectly used homonym.

1. Underline the clue word, circle the incorrect homonym and write the correct homonym at the end of each sentence. The first one is done for you.

I won't pay a scent more for that perfume. (cent)

The raining king got wet in the downpour. ()

The heard was extremely noisy. ()

Weight for me at the scales. ()

Hour time together is over. ()

The steal chair was very cheap. ()

The earn was filled with money. ()

My brother eight two thirds of a dozen cookies. ()

The boy was horse from shouting at his pony. ()

My grandfather said he would dye before he would wear a bright colored suit. ()

2. Write two sentences of your own in which you use humorous homonyms. Your teacher will look forward to reading them.

1. _____

2. _____

LANGUAGE

The Shipwreck

Pretend that you are W. D. Lawrence's grandson (or granddaughter). Write a story about the shipwreck. Tell how you and your brother or sister felt and what you did. Do not depend entirely on the reader for ideas. Use your imagination. Keep in mind the rules for writing a story, which you learned in Lesson 20. When you proofread your story use what you learned in yesterday's lesson to check up on your pronouns.

Write your proofread copy in the space below. Underline each pronoun.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

THIRD DAY

READING

The Basket of Eggs, pages 293-309

It is important when you are reading that you are able to distinguish between fact and opinion.

Read the introduction at the top of page 294. Would you say that the introduction states facts or opinions or some of each?

It is a fact that W. D. Lawrence took his son-in-law, daughter and grandchildren with him on the maiden voyage. It is the author's opinion that the voyage was remarkable; so you see you are correct in your answer to the above question is "some of each".

After each of the following statements write *true, false, author's opinion* or *cannot be determined on the basis of facts given in this story*. Where possible state the page and paragraph in which you found your answer. The first one is done for you.

1. The W. D. Lawrence had been designed for speed as well as for comfort.

false, page 295 paragraph 1

2. The W. D. Lawrence was the largest sailing ship ever built.
-
-

3. Mr. Lawrence seemed undisturbed when he heard that the cargo of guano had been cancelled.
-
-

4. To get from the Cape of Good Hope to Aden it was necessary to sail the entire length of the Red Sea.

5. Following the accident it would have been possible to obtain new spars at Aden.

6. The long stay of the ships at Pabellon de Pica on the coast of Peru seemed to be a hopeless one.

7. A great holiday to celebrate Chilean independence was to be held in Valparaiso, but W. D. didn't mind missing the sight.

8. The cargo of guano was finally loaded by the crew of the W. D. Lawrence at Pabellon.

SPELLING

Homonyms

Write the word that means the same as the word in *italics*.
Beside that word, write its homonym.

1. His *uncovered* feet were raw from walking on the sharp stones.

2. A bee sting can become very *painful*.

3. When cold weather comes most insects *perish*.

4. We have a large *sheet* of glass in our living room window.

5. The egg will *crack* if you drop it on the floor.

6. A tune is played on a violin by drawing the bow *foward* and back over the strings.

7. When we perspire, moisture comes through each *small opening in the skin*.

8. When we went for a picnic my brother fell into the *brook*.

9. Surveyors put a metal *peg* in the ground to mark the northeast corners of sections of land.

10. A passing hiker heard the child's *feeble* cry for help.

11. Trial Test: In the space below write your difficult words.

Study your words.

LANGUAGE

Making the Meaning Clear Using Pronouns

A good writer makes his meaning clear by using pronouns correctly. A good writer also uses a pronoun only after he has used a noun, so that the reader knows to whom or what the pronoun refers.

In the following exercise write the noun to which each pronoun refers in the story, The Basket of Eggs.

1. *they* - page 294, paragraph 1, sentence 2 _____
2. *he* - page 294, paragraph 1, sentence 3 _____
3. *she* - page 294, paragraph 2, sentence 3 _____
4. *it* - page 298, paragraph 2, sentence 3 _____
5. *their* - page 296, paragraph 1, last sentence _____
6. *he* - page 297, paragraph 2, sentence 5 _____
7. *he* - page 297, paragraph 4, sentence 1 _____
8. *she'll* - page 298, paragraph 1, sentence 4 _____
9. *them* - page 299, paragraph 3, sentence 7 _____
10. *they* - page 301, paragraph 3, last sentence _____
11. Underline the two pronouns that are used in reference to a ship.

he his they their she her

CHECK YOUR ANSWERS WITH THE WORK AT THE END OF LESSON 21.

12. Write a short paragraph describing a boat or a ship you have seen. Be sure to use colorful adjectives and the correct pronouns in your description.

WRITING

For your writing lesson today copy the following poem. You may begin by doing any warm-up exercise you wish.

Boats

*The steamboat is a slowpoke,
You simply cannot rush him.
The sailboat will not move at all
Without a wind to push him;
But the speedboat with his sharp red nose,
Is quite a different kind.
He tosses high the spray and leaves
The other boats behind.*

*by Rowena Bastin Bennett
Courtesy: Time for Poetry*

Check the first 2 lines of your writing for slant.

FOURTH DAY

READING

The Basket of Eggs, pages 293-309

Words and groups of words have different meanings depending on the context in which they are used. In The Basket of Eggs the author has used colorful, figurative language to portray a certain image to the reader. In a different context, the words in italics may have a very different meaning.

1. Explain what each word or group of words in italics means in the story. Then write a sentence using the word or group of words clearly in a different context.

1. Ellis's face began to *clear*. (par. 1, page 294)

2. The tug had *cast off*. (par. 1, page 294)

3. *black torrents* of coal (par. 1, page 295)

4. had been *left to hold the bag* (par. 2, page 297)

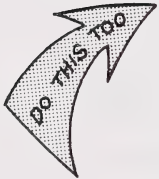
5. with *all her clothes on* (par. 1, page 298)

6. By noon all the *kites were set* (par. 2, page 298)

7. *the old girl talking to herself* (par. 1, page 299)

8. The ship had *fetches up* (par. 3, page 299)

2. Complete page 78 Think-and-Do Book according to instructions given at the top of the page.



WORD SKILLS

Checking Up on Word Meanings

How well do you know the meaning of the words in this week's reading selection, The Basket of Eggs? Show your teacher, by completing the following exercise. If necessary, refer to the glossary or the word list in Lesson 20, Reading, Fifth Day.

Some of the sentences below are *true* and some are *false*. Mark them T or F. Rewrite each sentence you marked F so that the italicized word is used correctly.

1. If a child disobeys his parents he is said to be *nautical*.

2. The stout pole used to support the ship's sail is called a *spar*.

3. A *yacht* is used as a beast of burden in Tibet.

4. A *barnacle* is a large, winged insect that attaches itself to the sides of ships.

5. *Guano* is very valuable as fertilizer.

6. A ship's hold is filled with *ballast* to keep it steady.

7. The company was charged *demurrage* because it had not paid any income tax.

8. *Lima* is a large seaport in Argentina.

9. *Bombay* is a large city in China.

10. *Torres Strait* lies between Australia and New Zealand.

FIFTH DAY

READING

Memory Work

Which one of the poems in your writing lesson did you most enjoy? -- Boats by Rowena Bastin Bennett or Ferry-Boats by James S. Tippet? (Ferry Boats, Lesson 21, page 31)

Memorize the poem of your choice. When you are able to recite it from beginning to end, ask your supervisor to hear you. She will be listening to see if you can recite it clearly and with understanding. Begin your recitation by stating the name of the poem and the author.

The space below is provided for the supervisor to write comments.

name of poem:

time required for student to memorize poem:

diction:

tone of voice:

Supervisor's Signature

SPELLING

As your supervisor says each word write it in the space provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Supervisor's Signature

LANGUAGE

A Nautical Poem

I hope you have enjoyed the story of the W. D. Lawrence, and the poems about boats in this week's lesson.

For your language lesson today write a nautical poem of your own composition. It should be about eight lines in length and may be about an experience of your own or an imaginary one. I hope you will use some of the nautical terms you have learned. You may refer to the list given in Lesson 20, Reading, Fifth Day.

Your poem may be humorous or serious but it should tell a story. Give it a suitable title and sign your name at the end.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WRITING

The poem you will copy for your writing lesson today is about another kind of boat. A ferry boat hauls cars as well as people. Have you ever ridden on a ferry boat? _____

Begin your writing lesson by doing two lines of any warm up exercise you wish.

Ferry - Boats

*Over the river,
Over the bay,
Ferry-boats travel
Every day.*

*Most of the people
Crowd to the side
Just to enjoy
Their ferry-boat ride.*

*Watching the seagulls,
Laughing with friends;
I'm always sorry
When the ride ends.*

by James S. Tippet
Courtesy: Time For Poetry

Handwriting practice lines consisting of 20 horizontal lines.

Test the first stanza for even height of small letters.

SEND FOR CORRECTION

SELF-CORRECTING EXERCISES FOR LESSON 21

page 8

LANGUAGE

Lesson 21

1. I
2. I
3. me
4. me
5. him
6. he
7. him

pages 16, 17

READING

Lesson 21

I would say it is some fact and some opinion.

2. author's opinion - page 293, paragraph 1
3. author's opinion
4. false, but cannot be determined from the story
5. false - page 301, paragraph 1
6. author's opinion
7. false - page 305, paragraph 3
8. true - but we cannot say that it was the ship's crew that loaded it.

page 18, 19

1. bare, bear
2. sore, soar
3. die, dye
4. pane, pain
5. break, brake
6. forth, fourth
7. pore, pour
8. creek, creak
9. stake, steak
10. weak, week

page 20

LANGUAGE

Lesson 21

1. the crew of W.D. Lawrence
2. Jim Ellis
3. the W.D. Lawrence
4. South Atlantic weather
5. Dreyfus Frères
6. Jim Ellis
7. W.D. Lawrence
8. The W.D. Lawrence
9. shrouds and backstays
10. spars
11. she her

page 25

WORD SKILLS

Lesson 21

- F 1. Mizenmast and poopdeck are nautical terms.
- T 2.
- F 3. A yacht is a sailboat.
- F 4. A barnacle is a small shelled animal that attaches itself to the sides of ships.
- T 5.
- T 6.
- F 7. The company was charged demurrage because it failed to unload its cargo on time.
- F 8. Lima is the capital of Peru.
- F 9. Bombay is a seaport in Western India.
- F 10. Torres Strait lies between Australia and New Guinea.

Lesson 21 pages to be SENT FOR CORRECTION

Reading pages 1, 2, 12, 13, 23, 24, 28

Language pages 9, 15, 21, 27, 30

Word Skills page 14

Spelling pages 18, 19, 29

Writing page 32

LESSON RECORD FORM

0601 Language Arts

Revised 89/03

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Apply Lesson Label Here

Name

Address

Postal Code

Signature

Please verify that preprinted label is for
correct course and lesson.

Grading Scale:

- A - Very Satisfactory
- B - Satisfactory
- C - Needs Attention
- D - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Tom Thomson, pages 310-317

The poem that we will study this week was inspired by the mysterious disappearance of Tom Thomson, a Canadian artist. Tom Thomson was one of Canada's great Dreamers and Doers whose death remains a mystery.

Study the reproductions of Tom Thomson's paintings in your reader. Then read his biography in the Think-and-Do Book, page 79.

1. Read the poem, Tom Thomson, pages 310-317. Then look at the reproductions. Are the moods you feel when reading the poem reflected in the paintings?

-
2. Complete the exercise on page 79, Think-and-Do Book and send it for correction.

SPELLING

Review

Here is a list of the words you have learned to spell in Lessons 12 to 21.

*vinegar	*hammer	*knit
*juice	cotton	ridge
celery	*ribbon	*numb
lettuce	supply	walk
*ambulance	*princess	listen
city	*success	*league
scarce	harness	catch
*cedar	umbrella	hitch
*ledge	*backward	*sketch
page	*flashlight	ditch
range	*understand	might
*hygiene	themselves	*caught
baggage	crabapple	*dough
*carriage	booklet	*column
*bandage	bonfire	*wrinkle
danger	*vice-principal	*wrong
*certain	seventeen	silly
hill	*eighteen	tiny
well	eighty	tardy
loss	seventy	holy
staff	*eighth	windy
*swell	seventh	ugly
sniff	*fourth	cloudy
dress	*typewriter	empty
toffee	*football	thirsty
cannon	lamb	weekly

slippery	million	*squeeze
*happily	invasion	salute
vocabulary	*decoration	improve
copy	inspection	*introduce
berry	*population	secure
wealthy	action	*include
industry	section	weave
*encouragement	direction	dine
settlement	*education	tease
department	relation	slice
statement	*compare	grease
treatment	comfort	*practice
excitement	contest	*celebrate
amusement	content	*principal
development	replace	*stake
*entertainment	record	*peace
improvement	*repair	break
*neighborhood	prepare	*pour
independence	preserve	forth
reference	protect	pail
community	provide	steal
safety	*produce	sore
*government	misplace	pain
happiness	*absent	bare
station	subject	dye
*ration	*unknown	*theirs
nation	unimportant	sense
connection	shake	*weak
attention	paste	great
*onion	*waste	creak
*union	taste	

What a big list of words! Can you spell each one? _____
Can you use each word correctly in spelling and writing? _____

In the space below spell correctly each word you missed on the final tests in Lessons 12 to 21.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Review

1. Write three sentences in which *hammer*, *wrinkle* and *walk* are used as nouns.

2. Write three sentences in which *hammer*, *wrinkle* and *walk* are used as verbs.

3. Find two words in your list that are pronouns. Write them here.

4. Answer yes or no. Some of the words are used incorrectly. Circle each incorrect word and replace it with its correct homonym.

Does a slave have independence? _____

If you are very sure are you certain? _____

Would you call a stream of water a creek? _____

If your face has no color are you pail? _____

Does a great hold the logs in a fireplace? _____

Would a robber steal your money? _____

Does an eagle sore above the clouds? _____

Study your difficult words.

LANGUAGE

Checking Up

Your language lesson for this week will be a review of work covered in Lessons 12 to 21. It will be a chance for you to check up on any parts you found difficult.

In Lesson 12 we learned about the part of speech called an *adverb*. We said an *adverb* may be used to *modify* a *verb* an *adjective* or another *adverb*.

1. Underline the adverbs in the following sentences.

1. Alice has a dark green sweater but her sister who is much younger has a bright red one.
2. Jenny never sings in music class but she sometimes plays the piano.
3. "Go quickly", said Mother, "or you'll be very late."
4. The brown spotted puppy barked excitedly.
5. The boys munched their cold turkey sandwiches.
6. He talked noisily, upsetting the busy science class.
7. When the children appeared, Mother smiled happily.
8. The deer quickly fled into the dark green forest.
9. I never go there alone.
10. Jim runs faster than Tom.

How well do you remember what you learned about prepositions? In Lesson 13 you learned that a preposition is a word used to connect a noun or a pronoun to the rest of the sentence.

A preposition is a small word. It is used with nouns or pronouns to make a meaning clear; as

into the park he ran.

among the bright red tulips

Into and *among* are prepositions.

Some other common prepositions are: *in, on, between, over, under, against, to.*

2. Underline each preposition in the following sentences.

Mother divided the cookies among the children.

The hikers ran over the bridge and through the woods.

The boy stood beside his father and the girl sat on her mother's knee.

Joe climbed over the fence, Ben crawled under the porch and Eugene dove into the haystack.

Aunt Dorothy went with Sybil in the rain to the dentist for a checkup.

WRITING

This is the last lesson in which you will have formal writing exercises. In Lessons 23 to 33 your mark for writing will be based on all your written work.

List at least two ways in which your writing has improved since the beginning of the year?

For your warm up exercise today make one line of push-pulls and one line of left ovals.



Using the sample page at the beginning of the course, write all the letters of the alphabet.

A single handwritten lowercase letter 'a' is shown on the first line of a set of four horizontal lines.

A single handwritten lowercase letter 'a' is shown on the first line of a set of four horizontal lines.

SECOND DAY

READING

Tom Thomson, pages 310-317

I hope you enjoyed reading the biography of Tom Thomson in the poem by Arthur S. Bourinot.

Scan the poem again. Ask your supervisor to listen while you read it orally. As you read, try to convey the feeling of mystery and doom that introduces the poem, the sense of tragedy that follows and, the pride that soars into hope as the poem ends.

1. Complete the following exercises.

Would you say the predominant feeling of the poem is one of triumph or tragedy?

Write one sentence which sums up what the whole poem says.

What phrases in the first stanza help you sense the tension and threat of evil in the setting described?

The second section of the poem begins on a note of happy activity. Write three words or groups of words that echo the sound of this happiness.

In the third section of the poem, why is A. Y. Jackson mentioned?

What is meant by a "blighty" in France?

2. The third and final section of the poem speaks of the "after-death Tom Thomson."

How is Tom Thomson more alive than ever?

Who may be inspired by the spirit of Tom Thomson although his voice is still?

What does the author mean by the phrase "kindling youth to slake their thirst in beauty"?

WORD SKILLS

Taking Stock

I hope you have enjoyed the biographical selections you have read in this unit.

1. We can often learn lessons from the lives of individuals who have become famous. Choose any person whose biography you read in Dreamers and Doers and write a short paragraph telling what lesson can be learned from this person's life.

2. Do you think an interesting biography can be written about everyone? _____ Tell why or why not.

3. Pick two Dreamers and Doers other than the one you chose in exercise 1. Tell why each of these people made a good subject for a biography. Refer to the character traits of each.

1.

2. _____

4. Have you read a biographical selection that told about the entire life of a person? _____ If you answered yes, write the name of that person, the name of the book and the name of the author.

5. The biographical selection in Dreamers and Doers focused on a certain period or episode in each person's life. Do you prefer this type of biography to the kind that deals with a person's entire life? _____ Give reasons for your preference.

6. Sometimes several biographies are written about the same person. What value would there be in reading more than one biography about the same person?

7. Whose biography would you like to read?

LANGUAGE

Checking Up

In Lesson 14 we studied a part of speech that is used as a connective. This part of speech is called a conjunction.

Conjunctions are small words; but they are important!

They join sentence parts like:

Bob can swim *but* Jane can
dive.

They also join words like:

Jack *and* John.

Conjunctions help to make sentences smooth and easy to read.

Some common conjunctions are *and, but, if, or, because, after*.

1. Underline each conjunction that you find in the following sentences.

Janice and Helen may play tennis after they have done their work.

Tony ran fast but Eli ran faster.

You must answer the phone while Mother is out.

The team kept playing although all the players were tired.

Be sure the lights are turned off before you leave.

You may go to the movie if you can pay the admission.

2. Find the parts of speech in these sentences.
Write them in the spaces provided.

1. Alice bought a pale yellow dress but she wore it under her long green coat.

nouns (3) _____

adjective (3) _____

verb (2) _____

pronoun (2) _____

conjunction (1) _____

adverb (1) _____

preposition (1) _____

2. The cook baked a huge Boston cream pie and divided it among the six hungry boys.

noun _____

verb _____

pronoun _____

conjunction _____

adjective _____

adverb _____

preposition _____

3. Write an interesting sentence of your own in which you use all seven parts of speech.

4. List the words from your sentence that are examples of these parts of speech.

noun _____

verb _____

pronoun _____

conjunction _____

adjective _____

adverb _____

preposition _____

THIRD DAY

READING

Tom Thomson, pages 310-317

In his paintings Tom Thomson has given us a colorful and passionate interpretation of Canada.

1. Do the following exercises. Write all answers in complete sentences.

1. Study the painting "*Sombre Day*" on page 310. Which lines of the poem on this page portray the grey tones of the sky?

2. Which lines of the poem portray the warm red earth?

3. How does the mood of the painting "*Moonlight*" differ from the mood of "*Sombre Day*"?

4. Which words describing mood might apply to the painting "*Moonlight*" and to the poem on that page?

5. Which lines on page 313 do you think are reflected in the painting "*Algonquin, October*"?

6. In "*Spring Flood*" Tom Thomson gives a vigorous portrayal of Canada as he knew it. There is a great deal of rhythmic movement in it. Even the trunks of the trees lead the eye in the general circular movement. What feelings does the picture suggest to you?

7. The picture entitled "*Blue Sky*" on page 314 shows a great expanse of sky with billowing clouds parallel to the horizon. Where might the painter have been when he painted the picture?

What might this picture reveal about the painter's personality?

2. In "*Ragged Pine*" the painter has captured the history and personality of the tree.

1. How do we know from the painting that there is a rough wind blowing?

2. Does it seem that the trunk will snap off? _____ How do we know that this pine tree has weathered many storms?

3. How has the artist suggested the strength and dignity of the pine?

SPELLING

Review

1. In the space below each sentence write another sentence in which the underlined word has a different meaning.

1. In my arithmetic book every page is numbered.

2. Mother bought a new range and refrigerator.

3. At the summer cottage we pump water from a well.

4. The content of the package was very heavy.

5. The market gardener sold his produce to the people in the town.

6. Show the pronunciation of *content* as it is used in sentence number four.

7. Show the pronunciation of *content* as it is used in the sentence you wrote.

8. Show the pronunciation of *produce* as it is used in sentence number five.

9. Show the pronunciation of *produce* as it is used in the sentence you wrote.

2. In each of the following sentences one word is used incorrectly. Rewrite the sentence replacing the incorrect word with the correct word from your spelling list.

My grandfather grows lettuce, onions and salary in his garden.

In winter the snow is deep and food for deer and moose is often scares.

The newborn lamp teetered on his wobbly legs.

Every family on our block is a member of the Delmont Community Leak.

This house is ours, not there's.

My eyes sting when I peel unions.

3. Find the incorrectly used word in each sentence and write a new sentence using that word correctly.

Rover likes to berry bones in the garden.

Father will be home in a weak.

While he was hunting he saw a grizzly bare.

My sister came forth out of five contestants.

The carpenter put a new pain of glass in the broken window.

Review your difficult words.

WRITING

As you do your writing exercise today take special care with slant, spacing and height of small letters.

Tom Thomson is one of Canada's best known painters. He painted the Canadian landscape the way it had never been painted before, using bold strokes and brilliant colors. His paintings are now considered to be the work of a genius.



FOURTH DAY

READING

Tom Thomson, pages 310-317

Today we will look at more of Tom Thomson's paintings.

On page 315 the painter has shown two aspects of the same season of the year.

1. Would you say that the sun is shining in both pictures? _____
How can you tell this?

2. How do these two winter scenes differ?

3. On page 313 the author speaks of Tom Thomson painting the "symphony of the seasons". His paintings show that the seasons blend and change with variations and contrasts that may be compared to the different instruments in an orchestra. Like the instruments, the seasons blend to form a unity.

4. Tell in your own words the ways in which the paintings "Spring Flood," "Blue Sky," "Algonquin, October" and "Afternoon, Algonquin Park" differ.

5. What do these four paintings have in common?

6. The paintings "*Backwater*" and "*Tea Lake Dam*" are both very simple in design. However, they are quite different in mood. The mood of "*Backwater*" could be described as *tranquil*. What adjectives would you use to describe the mood of "*Tea Lake Dam*"?

7. What words or phrases describe the feeling of "*Sunrise*" on page 317? One that comes to my mind is *a beginning*. Write several other words or phrases that you think describe the feeling of the painting.

8. The sky shown in "*Sunrise*" is called a mackeral sky. When there is a mackeral sky it is considered to be a good day for fishing. How is this painting related to the last part of the poem?

9. How does the use of the painting, "*Sunrise*" help the poem to end on a happy rather than a solemn note?

WORD SKILLS

Checking Up on Reading Skills

The test on pages 80 and 81 Think-and-Do-Book will help your teacher to evaluate your progress in several of the reading skills.

Complete each section according to the instructions given.

The test is to be done without the assistance of the supervisor. (The supervisor's signature at the bottom of each page will indicate that the child completed the work independently.)

Send only page 80 for correction with this lesson. Page 81 is to be sent with Lesson 23.

SEND FOR CORRECTION, page 80 Think-and-Do Book.

LANGUAGE

Checking Up

Do you remember the rules you learned in Lesson 20 for writing good stories? I'm sure you do!

1. For your language lesson today I should like you to write a story about something that you would like to have happen to you. Do not say "I would like to have this happen". Write your story as if it was actually happening. Use direct quotation to make the story seem real.

Remember to have an interesting beginning and well-constructed sentences which lead up to an exciting climax.

Think of a thought provoking and appropriate title.

Your story should be at least one-half page in length.

[illegible]

FIFTH DAY

READING

Looking Back

Next week you will begin a brand new unit in your reader. Today let us look back over the reading you have done in Lessons 12 to 22. Complete the following exercise by answering in complete, well thought-out sentences.

1. What was your favorite selection from the unit entitled Round Earth and Open Sky?

In a few sentences summarize the story.

- _____
- _____
- _____
- _____
- _____
- _____
2. Why did you enjoy this story?

- _____
- _____
- _____
- _____
- _____
- _____
3. Which selection from Dreamers and Doers did you enjoy most?

Why?

4. Of the six dreamers and doers that you have read about, which do you think is most famous?

5. Which one do you think has made the greatest contribution to Canada?

Why do you think this?

6. Whose work would have been the most difficult? _____
Why do you think this?

7. Whose work would have been least difficult? _____
Why do you think this?

8. Whose work would have been most enjoyable for you?

Why? _____

SPELLING

Supervisor - Dictate the words marked with an * in the review list, First Day, Lesson 22.

- | | |
|-----------|-----------|
| 1. _____ | 23. _____ |
| 2. _____ | 24. _____ |
| 3. _____ | 25. _____ |
| 4. _____ | 26. _____ |
| 5. _____ | 27. _____ |
| 6. _____ | 28. _____ |
| 7. _____ | 29. _____ |
| 8. _____ | 30. _____ |
| 9. _____ | 31. _____ |
| 10. _____ | 32. _____ |
| 11. _____ | 33. _____ |
| 12. _____ | 34. _____ |
| 13. _____ | 35. _____ |
| 14. _____ | 36. _____ |
| 15. _____ | 37. _____ |
| 16. _____ | 38. _____ |
| 17. _____ | 39. _____ |
| 18. _____ | 40. _____ |
| 19. _____ | 41. _____ |
| 20. _____ | 42. _____ |
| 21. _____ | 43. _____ |
| 22. _____ | 44. _____ |

45. _____
46. _____
47. _____
48. _____
49. _____
50. _____
51. _____
52. _____
53. _____
54. _____
55. _____
56. _____
57. _____
58. _____
59. _____
60. _____

Supervisor's Signature

LANGUAGE

Checking Up

The school year is flying by! You have already finished two-thirds of your lessons. In a few months you will begin your summer vacation. Perhaps you have a cottage at a favorite lake. Maybe you have a trailer, a camper or a tent and travel from place to place enjoying the outdoors.

For your language lesson today I want you to write a letter to Alberta's travel bureau requesting maps and pamphlets giving information on points of interest throughout the province. The address is:

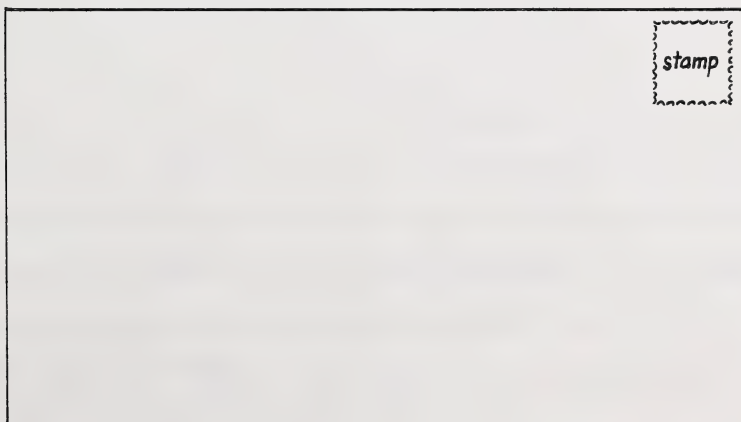
Travel Alberta
10255 - 104 Street
Edmonton, Alberta
Canada T5J 1B1

Ask your mother or supervisor for a sheet of writing paper and an envelope. Write one proof-read copy of your letter on the following page and send for your teacher to see. Write a second copy of your letter on the writing paper.

Address your envelope and put your own address in the upper left corner.

Put your letter in the envelope and seal it.

Put a stamp on your letter and mail it. I think you will enjoy looking at the free booklets you receive.





Handwriting practice lines consisting of 20 horizontal lines.



WRITING

1. Today you are to make an evaluation of your own handwriting. Answer each question as fairly as you can by circling one of the letter gradings.

1. formation of capital letters	A	B	C	D
2. formation of small letters	A	B	C	D
3. even height of short letters	A	B	C	D
4. spacing of letters	A	B	C	D
5. spacing of words	A	B	C	D
6. Is my writing smooth, not jerky?	A	B	C	D
7. Do I remember to cross t and dot i?	A	B	C	D

2. In which of the above areas has my handwriting improved since beginning Grade 6? Check back to Lessons 1 and 2 and compare with yesterday's exercise.

1 2 3 4 5 6 7

In which area(s) do I most need to improve in all my written work?

1 2 3 4 5 6 7

Pages to Send for Correction -

5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34.

WRITING

Today you are to make an evaluation of your own handwriting. Answer each question as fairly as you can by circling one of the better strategies.

1. Formation of capital letters A B C D

2. Formation of small letters A B C D

3. Even height of short vowels A B C D

4. Spacing of letters A B C D

5. Spacing of words A B C D

6. Is my writing smooth and legible? A B C D

7. Do I remember to check 1 and 2? A B C D

8. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

9. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

10. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

11. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

12. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

13. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

14. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

15. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

16. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

17. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

18. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

19. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

20. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

21. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

22. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

23. In which of the above areas has my handwriting improved since beginning Grade 4? Check back to Lessons 1 and 2 and compare with yesterday's answers.

